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THE

## AMERICAN TEACHER

THE ORGAN OF THE AMERICAN FEDERATION OF TEACHERS

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## OBJECTS

The objects of this organization shall be:

1. To bring associations of teachers into relations of mutual assistance and co-operation.
2. To obtain for them all the rights to which they are entitled.
3. To raise the standard of the teaching profession by securing the conditions essential to the best professional service.
4. To promote such a democratization of the schools as will enable them better to equip their pupils to take their places in the industrial, social and political life of the community.

DEMOCRACY IN EDUCATION      EDUCATION FOR DEMOCRACY

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NOVEMBER, 1929

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# The American Teacher

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Two Dollars a Year

## Freedom of Discussion Through Organization

### Excerpts from Address Before Convention of American Federation of Teachers

By Professor Paul H. Douglas,  
University of Chicago

Like many of you, I have been reading this spring a book which has interested me very much, "Middletown," which is a description of life, as you know, in a small middle western city of about 40,000 population, and where two rather inquisitive and intelligent people went to spend two years to observe the life of the Middletonians in the same fashion that one would go to Australia to study the habits of the Australian black fellows.

The picture which one gets of Middletown is, I think, a very faithful picture of life as it goes on in most of the United States. Amongst many things which interested me was the picture of the position of teachers and of the state of thought in this city of Middletown, which is Muncie, Indiana.

Apparently the teachers counted for nothing in the so-called intellectual and social life of the city. Their incomes were slightly less than the incomes of the more skilled mechanics in the factories of the city. They lived in lower middle class sections of the city. They played very little part in the discussion of public issues. They were not invited to the more elegant occasions of the Woman's Club, and in general they seemed to be regarded as semi-skilled factory operators turning out rather mechanized products. That is one side of the picture.

On the other side of the picture was the complete intellectual flatulence, if I may use that term, of life in Middletown, the only standards apparently being money standards, no intellectual curiosity, people not doing things for themselves, women's clubs listening to lectures about literature but seldom reading books, musical clubs listening to recitals but seldom playing themselves, the spirit of amateurishness completely

departed, a town of dull conformity, where the mere mention that two or three people intended to vote for LaFollette in 1924 was sufficient to arouse the elders of the tribe to a state of almost complete fury.

As I read Middletown, one of the questions which came up in my mind was whether the intellectual state of the city was in part a consequence of the attitude toward public education and the position of the teacher which was quite evident, or whether the attitude which was taken toward education and the position of the teacher was caused by the general spirit of the town, or whether both the spirit of the town and the spirit of education were not functions, in mathematical language, of the general nature of American life.

What is true of Middletown, of Muncie, Indiana, is, I suspect, true of most of the United States and in many sections of the United States to an even worse degree.

Americans, if they cannot practice virtues themselves, like to impose so-called virtues on their public servants, and ministers and school teachers are fair game for all the idle but respectable degenerates who mould public opinion in country protestant communities. Ministers' daughters have suffered for untold decades from the busybody control of the various Mrs. Grundys. But the domination of ministers' daughters is nothing compared to the domination which the Ladies' Aid exercises over the domestic habits, conduct, thoughts, dress, behavior and opinion of school teachers. They are women, they are young, they are poor, they are helpless, they want to get married, and as a result over the country you have the petty tyrannies of the Ladies' Aid holding school teachers in subjection, holding them to,



as I say, a standard of conduct which most people do not practice themselves, and since they do not practice it themselves they feel it absolutely necessary that they should make somebody else practice it in order to compensate for any deficiencies in their own lives.

The net result of the whole situation is that not only is the economic position of the teacher low, but the social position of the teacher is extremely low.

I have spent the better part of eight years trying to find out about the movement of real wages in various occupations. I must confess this, that so far as relative gains are concerned the teachers have done very well. You may not believe it, but the average teacher in terms of purchasing power can buy about ninety per cent more with a year's work than she (I will have to refer to teachers as she, even refer to the American Federation of Teachers as she) could during the nineties, whereas the increase for all labor as a whole has been only about thirty-five per cent. But part of that is due, of course, to the increase in the length of the school year which has risen from about 133 days to 167 days, so if you take a daily basis the increase for the teachers is not much greater, though slightly greater, than for industry as a whole. However the disparity between the earnings of teachers and the earnings of other people of semi-professional status is still very great. As I remember, the average for teachers in public schools of the country including principals and superintendents during this last year was about \$1,275, which is not a wage sufficient to maintain teachers upon that standard which is expected of them in order to be efficient.

Then, secondly, this social tyranny prevents many women from being free. Moral choices after all should be made by one's self and not imposed from without, and certainly the tendency of small communities to regard the husks of life as more important than the essence, to make people timid conformers on things which don't matter, such as smoking cigarettes or wearing short dresses or using rouge or things that do not matter in the moral life after all, has a depressing effect upon the spirit of people.

Then, perhaps even more important than that, is the attitude which the American public takes toward the function of education and toward the

schools. The primary purpose of American public education, it seems to me, is not merely to give students or children the elementary ability to read and write and compute, which will save them from being run over by automobile or train or enable them to read directions or to read the Hearst newspapers or the Chicago Tribune or all the other possibilities of culture which we present to them, but its primary purpose is to indoctrinate children with the customs and prejudices and beliefs of the generation which is adult. I suppose that is true of every system of education; it is certainly true of the Russian system of education. The primary purpose of the Russian system of education is to make communists. The primary purpose of the system of education in Great Britain is to make people love the king and country and to be proud of the fact that the sun never sets on the British Empire even though it never rises on the particular street on which they happen to live.

Education is primarily designed by the group that is in power to indoctrinate people in their own prejudices and passions. One reason that Americans are at once compliant socially and timid intellectually is, I think, our public school system. I am always impressed with the difference in ardor between the way in which people will sing a hymn, let us say, at the present time, and the way in which school children will sing the National Anthem. You can tell pretty well by the amount of lung power which people put into a song just what their emotions are, and with the exception of some fundamentalist groups with whom I have associated at various times in my life, unwittingly to them and unwittingly to myself, I have never heard such enthusiasm, such tremendous enthusiasm, as you get from a group of public school children singing America or the Star Spangled Banner.

The cross, which was formerly the symbol which bound man together and gave the impression of the universality of the human family, does not arouse in people today one moiety of the enthusiasm and loyalty which the flag arouses. I think our schools are our churches, churches of nationalism, and the chief worshipers, of course, are the children, and the teachers are the underpaid priests.

We have developed a very excellent technique of symbol worship, orations on the flag,



sponsored by patriotic papers, school boy orators in true Daniel Webster fashion making the welkin ring up and down the country. I am convinced that the stock of Daniel Websters will not soon run out. The ability to develop magniloquent language, which means nothing, which is the first requisite of a politician, is still an innate trait of Americans fostered by the public school system as well.

Added to nation worship is constitution worship, only a constitution with the amending clause. The constitution is perfect except for the provision that it can be amended, and then if you propose to obey the spirit of the constitution by amending it and making it possible for Congress to prevent children under fourteen from working or children under sixteen from working at night, or children at eighteen working in mines or quarries or around dangerous machinery, that is against the spirit of the constitution. I shall not introduce the vexatious question of whether we should drink or not drink, but certainly some of the opposition to the prohibitory amendment is of much the same stamp—our constitutional fathers did not prevent it and therefore it was a sin to put it in. On the other hand the W. C. T. U. finds the constitution worship handy because once it is in, then it becomes part of the accepted code of belief and you can appeal to worshiper there. Just as the flag has its orators, so the American Constitution has its orators, and all up and down the country school boys write essays in behalf of the great and glorious constitution.

All this is fairly obvious, I take it. Somehow the spirit of American life creeps into the schools in still another way. It is good form to go along. I do not suppose that is ever consciously taught. I do not suppose there are courses in good form or courses in conformity or instruction in the technique of agreeing with your local newspaper. It is never quite as explicit as that, but the spirit is taught. People do not like to be queer. School children hate to be queer. They go along. College students go along.

I suppose in the last sixty years that one million students have studied economics in our colleges. It is really an appalling thought, but they have, and 99 44/100 per cent of all the teachers of economics in our colleges teach free trade. They teach free trade, on the whole, fairly well and fairly intelligently. Indeed, I think the

economists rise to the highest intelligence. You have had one million students, men and women, studying free trade and a good many of them getting A's in the courses of economics, and I suppose answering these questions very well.

Then you look around you in American life after one million people have been exposed to the law and the truth and you see not only the Republican Party, from whom intelligence was not to be expected under any consideration, advocating the protective tariff, but you also see the Democratic Party very proud of the fact that it is giving up the doctrine of free trade and is just as respectable as the Republican Party, so that the curious situation as a matter of fact is, that at the very time the protective tariff is hurting a great majority of people more than it ever did in the history of the United States, you have both historic parties defending protection and no articulate voice is raised against it, and these leaders, these college graduates, supposedly the leaders of their communities, I suppose 99 44/100 per cent of them are advocating protection. They have caught the spirit of conformance as they have gone along. I sometimes think that one reason we emphasize individualism, the necessity of private property in order to express our personality, is that we are not allowed to express our personality in any other way except through property. We are so unfree in virtually every channel of life that we insist on being free or think we want to be free in property relations. That, I think, accounts for the tendency of the middle class to emphasize individualism in property because they have been so thoroughly communized in action. Personally I believe in individualism, and I should like to see individualism come into play in those branches of life which seem to me most important; namely, human conduct, human actions, testing each set of circumstances by themselves and working out the more or less coherent philosophy of life which is your own and is not borrowed or put on as you would put on a suit of Hart, Schaffner and Marx clothes.

All of this may seem rambling, but I think the teaching profession as a whole has a good deal of responsibility to bear for it. As long as people allow themselves to be tyrannized over, they will be tyrannized over. They can only become free through their own efforts. We get freedom in our individual lives only when we

want to be free. Men, I suppose, are by nature tyrants over other people. We want to be free ourselves, but we want to dominate others. Circumstances have contributed to make teachers singularly helpless, and the pressure for economy on the part of school boards, the attempts of the elders of the tribes to dominate, have encountered very weak resistance. Yet, if America is not to degenerate into or continue to be a nation of Middletowns, the schools must make a tremendous change.

I suppose all of us take the view that the schools may not be merely passive transmitters of the culture and thought of the times but that they may be also in a sense, cells within an old society, aiming to transform that old society in the ways in which it should be transformed, helping society to change itself slowly and peacefully but properly. If we take that view that the schools are dynamic agencies for the creation of a better life, then our whole work in the American Federation of Teachers, it seems to me, falls within its proper scope. Of course, we must have a proper economic basis. I think that calls for an increase in salaries probably pretty well along the line.

We want personal freedom and we want freedom to teach in the schools as we think subjects ought to be taught. We never will get good teaching until we get free teaching. A person who is afraid constantly, who is timid and timorous, cannot win the respect of even primary school children. Freedom in our lives, freedom as workers—these are essentials. Any civilized society will provide them. But we do not live in civilized society. I get driven more and more to the feeling that the only agency which can accomplish this thing is a union such as our own. Certainly with the pressure for low taxes, the tendency of Americans to think that their job is done when they have built school buildings, you do not get increased salary appropriations until the teachers as a body combine, not only combine individually but strike alliances with other groups. You know that. The teachers have as much right to do that as lawyers have to prescribe that no one shall enter the legal profession who has been a graduate of a night law school, as many bar associations have attempted to do. Every profession is struggling to improve the economic position of its members, and

I do not need in this company, at least, to justify that.

An individual teacher is in a perfectly helpless position, but if in one attempted case of tyranny the remaining teachers stand behind this person who is being unjustly singled out or singled out for some non-essential cause, then a school superintendent or a school board, since the only thing they respect generally is power and pressure, will be inclined to think twice and three times and four times before they unjustly punish this individual.

We will never get protection until we combine to see to it that individuals are not discriminated against. That is true in factories. Even the employers have recognized that in the formation of shop committees which does remove some of the dangers of tyranny by foremen. Teachers need it as well. That immediately points to the necessity of at least teachers' councils, which is the equivalent in the school system of the shop committee system in industry. That is the very minimum that is needed. I would say that teachers' councils should not merely exist within a particular school system but should tie up with the school systems of other cities, and when they do that they have unionism.

I would go even further. Why is it that people outside the teaching field determine educational policies? Why is it that we allow educational policy to be determined by vaudeville promoters and real estate agents and lawyers and bankers, every interest in the community generally sitting on school boards, except teachers? I am not thoroughly acquainted with the legislative program of this body to which I belong, but if you have not already such a plank, and judging by your program you have planks on almost every subject to reform the world with an even and impartial hand, I should like to see us demand representation on school boards. Who should know more about teaching than teachers? I would not become a complete syndicalist and turn over the whole business of teaching to teachers, because I see the occupational hazards which are present, but certainly there should be representation.

I do not see any prospect whatsoever of the N. E. A. doing anything; if it does do anything it will take action because it is afraid of this Federation. I was once sentenced for a week

to read the proceedings of the N. E. A. and I read the proceedings from 1860 to about 1917, that is I sampled here and there judiciously. I have a pretty fair opinion of what the N. E. A. was before the War. It was primarily an association of school superintendents which met once a year and elected officers so that the particular school superintendent who was elected president or vice-president or what-not could then go back home and pose as a national figure and repair his political fences. That may seem to be exaggerated but I think that is about what the N. E. A. was. During the war you organized, and the N. E. A. was for once galvanized into life and did take on more of the elements of a live organization. While I have not been a close bed-fellow to the N. E. A. I have observed it through spy glasses for the last eight or nine years, and it still seems to me to be dominated by these same superintendents. Any thought of the school teachers that they are going to get aggressive representation, which I think is what we need, from the N. E. A., is, I think, perfectly futile. So I am for a more militant organization, such as our own is, and when I see us getting less militant from time to time cold shivers run up my back. I hope we do not get less militant. I hope we get more militant. I get exasperated not only with the N. E. A. but with the American Association of University Professors, of which I happen to be a member, whose chief function happens to be, when any man is discharged because he offends the power trust or the local W. C. T. U. or the Methodist Bishop or some other high functionary, to then proceed to investigate the subject three months after the man has been discharged, produce a report nine months after the man has been discharged that he ought not to have been discharged; but he is discharged and out of a job. That is an organization which, it seems to me, largely cumbars the ground.

I think there is room in America for a militant organization, not necessarily carrying a chip on your shoulder, but resolutely determining that we are going to have an economic foundation underneath ourselves, that we are going to have tenure laws which will prohibit a person from being thrown out at the whimsy of the individual in power, that in order to get those tenure laws so people cannot be discriminated against, we

will strike alliances with labor and farmers whose children have all gone to the public school. Only through organization are we going to get freedom. Incidentally, may I say that I think we shall be a very salutary influence upon the labor movement itself. Every organization develops its high priests and its petty tyrants, and the American labor movement develops its tyrants and high priests, orthodox repeaters of the creed.

It would be a ludicrous situation if labor, after trying to get public schools in this country and supposedly standing for freedom of discussion as it historically has stood in the main for the last one hundred years, should try to suppress freedom of discussion within its own ranks.

I happen to be one of those people who does not believe much in doctination. I would start on just a few fundamental things. We have to be competent technicians. We have to do our technical jobs thoroughly, but we do not know very much about the world.

I would say there are three things you can give people that are enough. The first is to give them a sense of loving kindness. It immediately sounds mamby-pamby, but I think it is the foundation of life after all. A sense of active pity, if one may use that term, not limited to the people of one's own country.

Second, a sense of curiosity. That is how I think the great scientific discoveries have come and that is how I think truth is found, not through saying, "I am going to be fair-minded; I am going to weigh all sides of this issue; it is my duty to be so; I am going to do it." Like nearly everything else, if you strain at being good the spontaneity is lost. I do not think the great advances of science have come that way; the great advances in science have come through curiosity, through just an interest in seeing how the wheels go round, and if we can get people curious, curious about the processes of life, curious about nature and human relations, curious about the quirks within ourselves, which are many, then life would not seem stale and flat. Even Middletown would become a very extraordinarily wonderful place. Middle age would not have the terrors which it does have for some of us. Life would be eternally fresh. It pains me to see our educational system grind on, to see children being fed into the hopper, marvelous

*Continued on page 24*



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## LIBERTY

"If there be anything of value, it is liberty. Liberty is the air of the soul, the sunshine of life. without which the world is a prison and the universe an infinite dungeon."—Robert G. Ingersoll.

The school master in the modern world is seldom allowed a point of view of his own. He is appointed by an education authority and is sacked if he is found to be educating.—Bertrand Russell.

## (Freedom for Teachers)

The position of the American Federation of Teachers on the subject of freedom for teachers appears to have been a matter of considerable comment and also considerable misunderstanding. It is gratifying that two such outstanding newspapers as the *New York World* (Teachers and Independence, reprinted on page 7) and the *Baltimore Sun* should have given such intelligent interpretations of our statements on the right of teachers to be human beings.

Not all comment, however, has been so intelligent and understanding, and in many cases it seems to have been actuated by animus and prejudice. To such commentators it is futile to attempt to reply, but to those of open mind who are interested in honest efforts to improve the economic and social status of teachers and to see them raise themselves to a true profession, we desire to address ourselves on this misunderstanding and misinterpretation, due we believe to some newspaper comment which emphasized the illustrations of oppression and repression of teachers rather than the principle for which we stand.

What is the peculiar mental quirk which translates a statement that teachers must have a voice in determining their own status, terms of contracts and qualifications in order to be free and professional, followed by illustrations of the non-essential (non-essential from the point of view both of teaching and morals) and "freak" regulations concerning the conduct of teachers, regulations which make the status of a teacher today undefinable, into "The American Federation of Teachers demands that every teacher, male and female, shall smoke," "The American Federation of Teachers stands for short skirts and rouge." And what is the mentality of teachers who accept these statements unquestioningly and send in anonymous letters of vituperation?

One of these critics has in her communication unwittingly expressed our exact position when she says, "Lawyers and actors put themselves under punctuality regulations." "Put themselves." Exactly.

Again we insist that if teaching is to be a profession, teachers must be organized in such strength that "they may set up standards of professional attainment, aptitude and character which will be recognized by appointing bodies."

The standards of the teacher must be determined by the teacher. Only in this way can the teacher, individually and collectively, be raised to that professional status which America needs for its teachers, and the best young men and women be attracted to the teaching profession. We are seeking high standards and qualifications and we believe the way to get them is through the teachers themselves, not by imposing rules and regulations. The discipline must be self-discipline.]

"The way to fit a man for liberty is to give him liberty."

"We believe that questions of personal conduct should be determined by the teaching profession and not by lay persons." The good taste and character of the teacher should control his personal conduct, not imposition by outside groups.] If the good taste and character are non-existent, they will not be developed by restrictive rules. The American Federation of Teachers, however, has faith in the American teacher.

### Teachers and Independence ]

The American Federation of Teachers, about to convene in Chicago, has let it be known that it will take up the question of "academic freedom," particularly the freedom of woman to continue as a teacher after she has married. It is to be hoped that it gets somewhere with its program, not only with regard to freedom for the teacher who is married, but with regard to freedom for the teacher in general. [For it becomes increasingly evident that one of the things that ails education in America is this very lack of freedom for the teacher, the notion of American communities that they own the teacher and can tell her what she can do and what she cannot do, down to the minutest details of her dress, speech and conduct.]

This scheme of things, of course, is very hard to indict; you cannot say that the children would be taught better if the teacher were free to do this or that thing in her personal life that now she is not free to do. But this much, certainly, can be said about it: it tends to drive away from teaching all but mediocre persons. An analogy might be made between it and the effect of the talkies on the theatrical business. "People talk about the effect of the talkies on the legitimate theater," said a producer not long ago, "and

they are right, but they only know the half of it. They think the talkies have hit the theater in the front door, by taking customers away from the box office. And they have to some extent. But they have hit the theaters still harder in the back door. That is, they have drawn off all the theater's best actors, technicians and writers. None of these people have time for the theater any more. They are all out in Hollywood, working for the talkies. So the talkies hit us two ways. They take our customers away from us, and then they take our staff away from us, so we can't get our customers back."

Similarly with [curtailment of liberty for the teacher. It drives first-rate people out of the teaching profession, because first-rate people will not stand for such meddling as towns, cities and even whole states now indulge in.] And when a profession begins to lose all its best members, the situation has begun to be serious.

[—New York World.]

### Professional Standards

In the early Middle Ages merchants and craftsmen formed guilds for their mutual aid and protection through the establishment of standards of workmanship, wages, and prices of the finished products. Before one was permitted to become a member of a guild he had to satisfy certain requirements as to character and family connections and serve a long apprenticeship. The modern descendants of the guilds are the various trades unions and the professional and occupational associations. The majority of these still maintain their standards through rigid rules and regulations governing admission and conduct after admission. Notable are the printers, plumbers, mechanics, locomotive engineers, electricians, bricklayers and plasterers. Business men have their local and national associations and chambers of commerce, and bankers, manufacturers, and professional men have corresponding organizations.

The highest standard, measured by the admission requirements, is maintained by the medical profession. One may not hang out his shingle in this profession until after he has taken an academic degree, followed by four years in a medical college and generally one or two years in a hospital in addition to passing a state board examination. In other words, from eight to ten

years of preparation are required for the prospective physician. This fact should be borne in mind when the impulse is felt to criticize the doctors for their fees and close corporations.

Next to the doctors are the lawyers, ministers, engineers, and accountants. Strangely enough, one of the oldest professions, that of teaching, has the lowest standards, and in some state colleges and universities no standard at all. Many hypertrophied institutions employ June A. B.'s to teach the September freshmen classes in English, mathematics, and other required subjects. Seldom does a freshman or sophomore come within hailing distance of a full professor in these institutions. Far worse, however, is the appointment of men without academic or professional degrees and without a single day's teaching experience to professorships. The possession of political influence or a friend at court may prove more important than years of training and experience. It is unthinkable that one should enter the medical, legal, or engineering professions through mere "pull," but it is a matter of too frequent occurrence in the higher levels of the teaching profession.

There are doubtless many reasons for this anomalous situation. One, at least, is the lack of a self-determining and regulating organization, such as the other professions have. To be sure, there are local, state, and national teachers' associations, but these concern themselves almost exclusively with teaching methods and curriculum standards. Such professional standards as obtain have been imposed by school boards, trustees, and legislatures; seldom by the teachers themselves. Nor have they seriously endeavored to obtain a voice in their own government. They may be hired and fired by school boards, superintendents, presidents, and even governors, without a hearing or redress of any sort. No other group is so impotent and defenseless, unless it be the unorganized farmers. So long as such conditions obtain the better young men and even those of average ability will give the teaching profession a wide berth when choosing their life's work. The interests of society as well as of the teaching profession require that its professional standards be raised and strengthened approximately to the level of the other learned professions.

—Columbia, S. C. "State."

The "State" has given in this editorial very forcefully the position of the American Federation of Teachers. If the article had been written for and by us, it could not more definitely have stated the policy of our organization and of organized labor in the matter of making teaching a profession. Until teachers are organized in such strength that

"they may control entry to the profession, and set up standards of professional attainment, aptitude and character which will be recognized by appointing bodies (*W. F. E. A. resolution*)

or that

"they may be in a position to determine their own status, questions of professional conduct and terms of contract, and exercise fully their rights as citizens as well as teachers, thereby attaining the place of leadership to which they are entitled in order that the best and strongest may be attracted to the teaching calling and as free men and women may be fit builders of the citizens of tomorrow in a free republic" (*A. F. of L. platform*)

they cannot be classed as members of a profession.

The quoted editorial needs in our opinion this statement: "This is the position of the American Federation of Teachers. Teachers, ally yourselves with the organization which is seeking to professionalize your calling and to bring to you greater freedom and self-respect."

### Teachers and Loan Sharks

The letter of E. E. Schwarztrauber in the October AMERICAN TEACHER has called attention to a very important matter. Are teachers the special prey of loan agencies? And if so, why? If it be the case that teachers are likely to need financial assistance, if it be recognized that teachers are poorly paid, why is not something done about it? If this solicitation on the part of loan companies indicates, as it surely does, that teachers are a class open to exploitation because of their inadequate incomes, is it not time to start a campaign for salary increases? The first basis of a profession is adequate compensation for services rendered. The loan companies evidently do not regard teachers as in the professional class.

The American Federation of Teachers has called attention to many oppressions and repressions, rules and regulations, to which teachers are subjected, but this particular exploitation we seem to have missed. However, we now propose



to remedy that. It is hoped that teachers will give us any information they may have. It is time for an investigation of this particular exploitation of teachers to determine to what extent and to what degree it is carried on. This is important not only as a protection to teachers, but to ascertain in just how deplorable a state the teachers may be.

This story of Mr. Schwarztrauber is another evidence of the low state of the teaching "profession" and of the tremendous need for the teacher to be about his business, that is building a profession through his own efforts. We agree with Mr. Schwarztrauber entirely that "the results expressed in the desire to profit by our misfortunes is an insult to the teaching profession." But we hope he is mistaken when he says, "The pity of it is that perhaps teachers generally do not recognize the sting of the insult." We also hope that teachers will show their resentment for there are too many who say that the teacher gets what he is worth and the treatment that is coming to him.

May we repeat again, "The teachers must find the remedy, if it is to be found"?

You will hear more and yet more about this.

### The A. F. of L. Convention

American trade unionists were decidedly heartened by the A. F. of L. Convention in Toronto. There was a vital, forward-looking spirit most encouraging. President Green's opening address, which gave the keynote of the convention, was probably the best speech he ever made, and this is saying much.

Every issue was faced and new conditions were met with constructive action. The legislative demands included foremost, relief from labor injunctions and old-age pensions. Unemployment and the widespread discharge of workers at 40 and 45 years were carefully considered and will be studied by the Executive Council for remedial measures.

The need for world peace was eloquently voiced by Ramsay MacDonald, strongly seconded by President Green, and resoundingly echoed by every delegate.

The situation in the South aroused the old time aggressive spirit of the A. F. of L. and its officials were instructed to call a conference of national and international representatives to plan

an organizing campaign throughout the South. The spirit with which the delegates responded to the cry, "Organize the South," presages that it will be an effective campaign.

Important as these matters are and outstanding as they are in the proceedings of the convention, they are not the really significant feature.

This is found in the challenging spirit with which Labor's affairs were met. Labor is awake to the conditions of this changing social order and is alert to make its contribution to the solution of vexed social and economic problems. The inspiration of the Toronto convention will carry far.

### Block That Radio Monopoly

No thinking man will deny that a radio monopoly—control of the air—is being considered by private interests.

The A. F. of L. convention at Toronto called attention to this probability, and demanded that labor's station WCFL, Chicago, be given an unlimited wave length. These privileges are distributed among select corporations and metropolitan newspapers that use them for their private interests.

The fight for freedom of the air should be waged now. It is unwise to wait until privilege is entrenched, when they can set up their usual claim of "property rights."

Radio communication is yet in its infancy. Far-sighted trade unionists realize this fact and their fight will be appreciated by future generations.

Every lover of freedom should protest to Senators and Congressmen at Washington, D. C., against monopolization of the air.

An influential group of Senators is alert to this danger. They should be upheld, and this can be done by developing a strong public opinion against the latest privilege seekers.

### Feeding Taffy to Workers

The Assistant Secretary of Commerce is jubilant over employe-stock ownership.

Writing in the Magazine of Wall Street, he says this system "is bringing the voice of labor directly into the deliberative councils of those shaping the policies of industry."

It is unfortunate that even a few of such industries are not listed. It would be interesting,

especially to trade unionists who note that labor has no voice in such basic industries as steel, petroleum, copper, lumber, autos and farm machinery.

Employe-stock ownership is not intended to give labor a voice in industry. The system is used to "get the money" and to "keep labor contented."

The public utilities, following the war, discovered that if each customer owned one or two shares of stock this was an inexhaustible money source and it also lessened public hostility if rates were to be raised.

The scheme, later, was applied to industry.

To say it gives labor a voice in industry is to feed taffy to workers. The name of this taffy is continually changed as workers discover the sham.

### TEXT TRUST IS GOUGING PARENTS

#### Boss Poison Put in Books

Indianapolis—(FP)—The Intl. Typographical Union is on the warpath against the schoolbook trust, particularly the American Book Co. Since workers' children are almost 90% of America's school population the struggle is significant to all labor.

Pres. Charles P. Howard of the typos sketched the following situation to the Federated Press and requested FP assistance in bringing the issue before the labor public:

The American Book Co., chief beneficiary of the universal need for text-books, has deeply intrenched itself in many states by all sorts of methods. At the same time it is levying a heavy tax on the parents of school children by exacting high prices for its books. Many of these books are made in non-union shops where low wages are paid and working conditions are far under the union standards. Thus workers are allowing anti-union profiteers to exploit them. In addition the books are sometimes inferior not only in physical make-up but in quality of contents to union made texts.

Anti-labor prejudices are allowed to poison the minds of the school children in the trust's books so that a further injury is done parents who must see their children picking up in school sentiments that place under suspicion the union organization by which the parents are able to

maintain their standard of living and send the children to school.

There is some evidence, Howard added, that in certain states the American Book Co. and related book interests carry on their own payroll certain members of the textbook commissions, boards of education or other bodies that designate the schoolbooks every child in their jurisdiction must buy.

Where textbooks are supplied to children by the city or state without charge the burden of supporting the anti-union trust is merely shifted from the individual parents to the taxpayers in general, most of whom are workers, Howard further pointed out.

The Typographical Union is asking the A. F. of L. to take a stand on this subject, use its publicity channels and streams of influence and help in the election or appointment of labor men and women to the school boards and commissions in order that whatever scandal exists may be exposed and rooted out and so that the filtering of anti-labor poison into the minds of the children may be stopped.

Regarding the action of his union in its Seattle convention on the resolution to censure Pres. William Green of the Federation for speaking over the radio of Colliers', the scab weekly, conflicting reports had been received but Howard cleared up the matter by stating that he had explained to his delegates that Green would not have spoken over the Collier radio had he been aware of the state of affairs. The convention then unanimously voted down the resolution of censure by concurring in the adverse report of the committee. The conflict in dispatches arose over a misunderstanding at the press table, Howard added.

American prosperity is a myth, according to Lewis Corey and George Soule of the New Republic, who showed that the workers' share of the national income is only 38 per cent (slightly less than before the war) though they constitute 60 per cent of the population, while the farmer's share has dropped from 17 to 10 per cent in that period. Of the 30 million wage earners, 3 million received between \$40 and \$65 per week; 11 million receive \$25 to \$40, and 16 million, less than \$25 per week.

Be at war with your vices, at peace with your neighbors, and let every new year find you a better man.  
—Franklin.

## Resolution to Dr. Dewey

*WHEREAS, Professor John Dewey is recognized among educators as the leading teacher and philosopher of America, and*

*WHEREAS, Professor Dewey is nearing the traditional age mark of three score years and ten, and*

*WHEREAS, Within this period the world has benefited by his fifty years of productive scholarship in new fields of education and philosophy, and*

*WHEREAS, There is a national movement under way to celebrate Professor Dewey's seventieth birthday anniversary on a scale commensurate with the pride all teachers feel in the splendid career of John Dewey; therefore be it*

*RESOLVED, That the American Federation of Teachers, in national convention assembled, pledge its support in this tribute of honor and affection to its most distinguished member; and be it further*

*RESOLVED, That the American Federation of Teachers urge upon all its locals their participation in this celebration; and be it further*

*RESOLVED, That a copy of these resolutions be signed by the National officers, engrossed, and sent to Professor Dewey, and that copies be sent to the officers of the American Federation of Labor and to all affiliated locals of the American Federation of Teachers.*

This resolution to Dr. Dewey was adopted at the convention of the American Federation of Teachers in Chicago, July 1-5, 1929. It was beautifully engrossed and framed and was presented to Dr. Dewey by President Mary C. Barker at the luncheon at the Hotel Astor, New York

City, in celebration of Dr. Dewey's birthday anniversary. A photograph of the original engrossment hangs in the National office. Dr. Dewey's charming letter expressing his feeling about the resolution, framed with his photograph, also adorns the office.

## The Dewey Luncheon

By Mabel L. Rees, New York Teachers' Union

Unique among countless testimonial luncheons stands the Dewey luncheon, attended by twenty-five hundred persons, in the grand ball room of the Hotel Astor, New York City, on the nineteenth of October, on the occasion of the seventieth birthday anniversary of Dr. John Dewey, professor of philosophy at Columbia University, world renowned author and educator. The luncheon came as a fitting climax to a series of three meetings held in honor of the man acclaimed by so many scholars as the master mind of the present generation.

Many a testimonial luncheon has been as well attended as this one, but the distinction lies in the nature of the achievements of the honored guest. Dr. Dewey's claim upon the affection and admiration of the large assemblage of progressive educators, enthusiastic students and devoted welfare workers present at his birthday celebration cannot be measured by mere material standards. Not that tangible evidence of his efforts

is lacking, for the modernized school room with its newly acquired equipment is incontrovertible proof of the far-reaching effects of his teachings, but back of all such practical results lies the motive power of Dewey's original conceptions of educational values and his scientific application of philosophic theories to the workaday world that made these reforms possible. Not only at the luncheon but also at the preceding Dewey meetings and through congratulatory letters and telegrams from many educational authorities both here and abroad, who found it impossible to be present at any of the special gatherings called to honor Professor Dewey, there was shown an appreciation of a leader in the realm of thought such as heretofore has been exhibited in so striking a way only for champions in other fields of activity. The statesman, the general, the athlete, the inventor and the explorer have each and all had their rightful mead of praise, but it remained for Professor Dewey



to be the recipient of an ovation paid to a philosopher. History teems with demonstrations against those enlightened souls who in ages past dared to think ahead of their age, so that it is indeed a pleasure to record the Dewey luncheon as a splendid example of the reversal of this practice and a tribute to one of the foremost thinkers of the day that will live in civic and educational annals.

While feelings of respect and gratitude displayed at the luncheon were genuine, verging on the profound, this did not prevent an atmosphere of festivity and geniality from pervading the entire assembly. College presidents and welfare workers can be gay as well as sincere; humor and philosophy can be made to mix if properly shaken together: on this occasion due proportions were observed. A picturesque, even a dramatic moment in the program was furnished by the presentation of a huge three-tiered candle-bedecked birthday cake, while, with other lights in the room lowered, Professor Dewey himself lit the seventy pink candles, symbolical not only of his span of years but of the illumination that

he has radiated in the educational sphere. And who indeed can foretell over how vast an area the Dewey educational torch will yet throw its bright beam into the night of the confused efforts that have hitherto marked our gropings in the academic world?

The two formal addresses of the day were delivered by Miss Jane Addams, on "John Dewey and Social Welfare," and James Harvey Robinson, on "John Dewey and Liberal Thought." Professor Dewey himself replied in an informal address which contained many expressions of appreciation as well as some valuable thoughts on happiness in work.

Seated at the speakers' table were a notable array of prominent personages, the presiding officer of the day being Dr. James Rowland Angell, president of Yale University, a former student of Dewey's at the University of Michigan.

It is a cause for congratulation to know that all eight addresses delivered in the three programs of the Dewey Birthday Celebration on October 18th and 19th will be published in book form in the near future.

## Impressions of 13th Annual Convention of the A. F. of T.

Report of Delegate A. Lefkowitz to New York Teachers' Union, Local 5

The thirteenth convention of the A. F. of T. has passed into history! Will it prove a landmark of progress and lay superstition low, or will it mean the inauguration of a policy of respectable conventionality?

My two outstanding impressions of the convention are the following: First, a feeling that the A. F. of T. had arrived, was making the grade, and that the psychological moment for organization must be taken advantage of so that the tide, taken at the flood, may lead to fortune. Hence the convention carefully formulated comprehensive plans to raise an organization fund, to appoint a secretarial assistant to do research work for standing committees and to relieve the secretary-treasurer for field organization work; and provided for the increased use of volunteer sectional organizers.

### Organization

The writer hopes Local No. 5 will do more than its share to contribute to the organization fund and help bring the message of unionism to the million long suffering, timid and depressed teachers who seem frightened and almost crushed under a system which makes it possible for boards of education to change terms of contracts at will; to dismiss teachers when fancy pleases; to lower their salaries to make them more humble; to dictate their social and even their private habits to such an extent that even a lowly worm would instinctively turn. The educational tragedy of America lies in the fact that so many of our fellow teachers have even had that instinct crushed out of them! In the face of these facts how can conscientious, intelligent and liberty loving Americans, loyal to the

ideals of Jefferson and Lincoln, stand idly by and permit the perpetuation of conditions which ultimately transform even independent teachers into conformists and willing slaves?

Not only are teachers lacking in social idealism, but where that still lingers, the possessors lack not only the courage to proclaim their beliefs but especially the willingness to actualize them. The task of the A. F. of T. is to organize these teachers and so to improve teaching conditions that a more courageous and idealistic type will not only be attracted to teaching, but also be in a position to work for professional and social good.

#### Legislative Program

The Legislative Report adopted by the convention lays down a comprehensive program by which the teachers of America can be liberated and fitted for their task of educating young America to take a constructive part in achieving not only the liberation of the spirit of America but also in making the Kellogg Pact a reality.

The program calls for adequate tenure laws, sound and comprehensive local and state-wide pensions, a cultural wage, a sabbatical leave, liberal absence deductions, humane consideration, proper teaching conditions, representation of teachers on boards of education, teachers' councils and boards of education democratically selected; replacement of the glorification of war by education for peace and all this implies—opposition to R. O. T. C. units in schools, opposition to compulsory military training, the control of education by the war department; the indorsement of a program calling for reduction of armament leading to its ultimate world extinction; the codification of international law to be applied by judges of the World Court in the settlement of international disputes; the prohibition of the export of arms to aggressor nations; the publication of treaties and state department reports and the allocation of economic resources to strike at imperialism and the wars it engenders.

The convention not only approved measures which make for better teaching and teacher liberation but they also assailed activity based upon the false assumption that teachers lack devotion to the state or to their profession. Hence the convention condemned all efforts of bodies, whether legislative or boards of education or boards of trustees, which seek to take from

teachers the professional right to determine the content of the social or biological sciences; which seek to interfere with academic freedom in public institutions, or which seek to prevent the teaching of any theories which strengthen or undermine the established order of things or which attempt to force the distortion or perversion of truth to strengthen the beliefs of those in control of the social order. The A. F. of T. is definitely committed to the philosophy of change and progress. Its progress demands that teachers must be loyal to truth as they see it as well as to its social meaning and not to the beliefs of those who happen to control the educational machinery of our public schools.

#### Social Program

From the point of view of humanitarian legislation the A. F. of T., with characteristic vigor, severely criticized those in control of the Ku-Klux Klan, the American Legion, the D. A. R., the National Security League, the American Defense Society, etc. Their leaders, because of ignorance, misinformation or because of intolerance, have usurped the right to determine what constitutes patriotism. With an arrogance rarely surpassed, the leaders of these organizations stigmatized the advocates of humanitarian legislation as un-American, as subversive of the Constitution, as paternalistic, anarchistic, socialistic or communistic, as if these terms were synonymous. Guided by Gen. Amos Fries of the War Department, they characterized the supporters of the Child Labor Amendment as communistic and abused the frank of the War Department to malign outstanding leaders for social betterment. Hence the supporters of legislation for the protection of motherhood and childhood, including such leaders as Jane Addams, Rabbi Stephen S. Wise, Carrie Chapman Catt and a host of others, were branded as un-American. To add to the irony and humor of the situation, the Industrial Defense Society called President William Green the leading communist of America.

The convention vigorously assailed the efforts of those organizations which, behind the cloak of patriotism and Americanism, sought to discredit socially necessary legislation or to sow hatred, suspicion and distrust by seeing the "hand of Moscow" in every progressive measure. Such a policy must defeat its own end for, if it

succeeds, all meritorious legislation will become synonymous with "red radicalism and communism"—a social tragedy.

#### A New Spirit

The second dominant impression your delegate carried away was the faint but yet persistent emergence of a new timid and narrower spirit. If this spirit continues to grow and becomes more effective, it will slowly but surely force the progressive and pioneering A. F. of T. along the path so willingly and determinedly being trod by the conventional company union supervisor-dominated teacher organization—the N. E. A. Was the "timid and play-safe" attitude which bobbed up like a ghost through the proceedings of the convention, due perhaps to an isolated local leadership or to the presence of new delegates who have not yet been seared by the spirit and purpose of our movement? Was it but a reflection of the general manifestation of the spirit of post-war reaction which has gripped the world and the American labor movement in particular; or was it the offspring of a desire to become big by pussy-footing so as not to frighten away the timid and crushed souls who must be won over if they are to be infected with the virus of the A. F. of T.? Possibly it may have been the result of a growing conviction that we are already too far in advance to overcome successfully the prejudices of the rank and file. At any rate, whatever the explanation, throughout the convention but, especially in committee meetings, attempts were persistently, though haltingly and fortunately unsuccessfully, made to keep the convention strictly confined to teacher business and not, as one Pacific Coast delegate expressed it, "to cure the ills of the world" even if that ill were the curse of war with its menace to civilization. This attitude was more than offset by the growing liberalism and militancy of our southern delegates.

This attitude cropped up persistently on questions affecting teachers not as educators but as citizens; that is on such questions as the Mooney and Centralia miscarriages of justices, on resolutions protesting the denial of citizenship to Rosika Schwimmer and Prof. McIntyre of the Yale Divinity School, on questions of disarmament and the like.

#### Future Policy

The convention was still essentially harmoni-

ous; the hospitality of the Chicago locals and the Congress Hotel without a parallel; the resolutions and achievements still worthy of the best traditions of the American Federation of Teachers. The outstanding speaker-guests of the convention, John Fitzpatrick, President of the Chicago Federation of Labor; Dr. Morrison, editor of the Christian Century; Professor Paul Douglas of the University of Chicago, and others, delivered stimulating and inspiring addresses fit to be broadcast to the nation.

The officers and members of the Executive Council, with a few exceptions, were re-elected so that our movement will still be led by such tried and true leaders as Mary Barker of Atlanta and Florence C. Hanson of Chicago. Noteworthy additions to the council are Dr. Henry R. Linville of New York, Carlotta Pittman of Memphis, Lucie H. Schacht of Chicago and E. E. Schwarzauber of Portland. Your representative regrets the loss of experienced and devoted members from the Executive Council, especially Florence Rood of St. Paul, a former president of the A. F. of T.—a pioneer and progressive who could not attend the convention.

It is my earnest hope that Local No. 5 will dedicate itself anew to the American Federation of Teachers and to its organization drive; that the spirit of timidity which raised its head in this convention is but a temporary reflex of post-war reaction. The A. F. of T. must continue its aggressive and progressive policy of enlightening the teachers. It must grow, but not at the expense of courage and idealism, until it is powerful and capable of uniting and inducing teachers to emancipate their profession and to participate in social responsibilities. Not until that is achieved will the teachers be able to do their share in helping to usher in a society in which citizens will co-operate for the benefit of all, rather than for the exploitation of the many by the few. Such a task is worthy of our greatest sacrifices and best hopes.

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We little know our own limitations. Our duty is to work without turning our eyes to the right or to the left from the ideals which alone can light up our paths.—*Lord Haldane.*

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Small is the use of those people who mean well, but who mean well feebly.—*Roosevelt.*



# Report of Committee on Education

American Federation of Labor Convention,  
Toronto, Ontario, October 7-18, 1929

The American Federation of Labor now as in the past maintains its advanced educational outlook and continues its interest in education. It repeats its declaration for the support and protection of the public school of all grades and of Adult Education. It reasserts the demands of its educational platform:

- Better enforcement of the educational laws.
- Wider use of the school plant.
- Reduction in the size of classes.
- Revision of teachers' salary schedules upward.
- Increase of school revenues to maintain and develop public schools.

Cooperation between boards of education and superintendents and committees representing the teaching body in all cases of controversy between school authorities and teachers.

- Tenure of position for teachers during efficiency.
- Sound pension laws.
- Protection of the schools from propaganda and all forms of exploitation.

Labor representation on school boards.

Organization of teachers in such strength that they may be in a position to determine their own status, questions of professional conduct and terms of contract, and exercise fully their rights as citizens as well as teachers, thereby attaining the place of leadership to which they are entitled in order that the best and strongest may be attracted to the teaching calling and as free men and women may be fit builders of the citizens of tomorrow in a free republic.

Opportunity for every child to receive adequate educational advantages.

## Labor's Significant Days

The first matter referred to your committee by the Executive Council was under the caption Labor's Significant Days. The increasing observance of labor's special day, Labor Day, the first Monday in September, is a matter of great gratification. The growing observance of Labor Day is very significant. It was a great moment when the pioneers of the labor movement secured acceptance by the federal and state governments of the first Monday in September as labor's own holiday. It is urged that the members of organized labor recognize increasingly the significance to the labor movement of this day and in this recognition and in tribute to the memory of the pioneers whose efforts established it, observe this great day fittingly according to the original meaning of holiday, that is holy day.

Your committee urges the reverent observance of Labor Sunday, the Sunday preceding Labor Day, and Labor's Memorial Day, the fourth Sunday in May, being ever mindful of the spiritual purposes and idealism of the labor movement. To labor's sacred dead labor will not fail to remember to pay tribute when it joins with other citizens in loving tribute to the nation's honored dead on the Nation's Memorial Day.

## The American Federationist

Your committee commends highly the educational work of the past year. It desires to quote from the Executive Council's report, "We believe that the facts of labor problems are convincing and that a major factor in effective work is to know what the facts are and to prepare them for most telling use." A most valuable medium in this particular is **THE AMERICAN FEDERATIONIST**, the official organ of the American Federation of Labor. In form and content it is the equal of any magazine in the commercial field. Its educational value is immeasurable; through it workers are kept informed of trends and developments in the field of labor, and the labor movement is interpreted to employers, business men, and all persons interested in economic and social problems. To those earnestly seeking to promote our great cause, it gives the inspiration of great minds, and the practical information which points the way. Your committee again urges that members subscribe to and read **THE AMERICAN FEDERATIONIST** and especially recommends that local officers see that the magazine is placed in the public and school libraries of their communities in order that students may have the opportunity for scientific study of the labor movement. Labor editors are urged to review the magazine in their columns as it appears each month and to make the fullest possible use of the current articles in their publications.

## A. F. of L. Weekly News Service

Outstanding among the services of the American Federation of Labor is the publication of the American Federation of Labor Weekly News Service. This service consisting of 3,300 copies printed each week is highly commended. The

service is prompt, accurate, and comprehensive; it enables the labor press, official magazines, trade union officials and American Federation of Labor organizers to keep well informed on developments in the organized labor movement and related subjects. The articles are marked by clearness, fairness, good literary style as well as interest. The labor press and members of the trade union movement are greatly indebted to the American Federation of Labor and the editor of the American Federation of Labor Weekly News Service for this splendid and helpful publication.

#### Survey of Business

A new service which is already recognized as valuable is The Monthly Survey of Business which began with the month of July. The President of the American Federation of Labor is to be complimented for inaugurating this service which is thoroughly up-to-date in its conception and method, and will be of assistance to every union executive in keeping posted on the trends of business and their effect on labor.

#### Statistical and Information Service

A Statistical and Information Service, very valuable to members, has been maintained. Special studies on request of member organizations have been made. "A Scientific Basis for Shorter Hours of Work" and "A Comparison of Wages North and South" are available for distribution and your committee urges affiliated organizations to disseminate this information among their members. The Federation's plan for extension of this service is highly approved and it is urged to continue and develop its Research Work on the plan already inaugurated in order that it may become more helpful and useful in meeting the ever-changing problems.

#### Library

The American Federation of Labor Library is growing gratifyingly in importance and value to the movement. It has been brought up-to-date by the more important recent books on labor subjects and the addition of all publications of federal and state bureaus containing material of labor interest. These valuable sources for figures on wages and hours are at the service of trade unionists. The Library is seeking to complete its files of trade union publications. Your complete cooperation is asked.

#### Organizing Literature

The organizing literature, at the disposal of all members, is better than ever before. It is more complete, more appealing, more valuable. The pictures and cartoons are timely and forceful and your committee believes that this method of placing labor's cause before the public is highly effective and that this procedure should be continued and their use extended. The value of union membership as a business proposition as well as a humanitarian movement is clearly and logically demonstrated. It is urged that central bodies and affiliated local unions needing special help make use of the pamphlets, folders and fliers. Affiliated unions should cooperate in this service by compiling and forwarding to the American Federation of Labor office facts of the service which they render such as union gains in wages, reduction of work time, better conditions of work and improvement in work status.

#### Labor Literature and Public Libraries

The response to the Federation's request that local organizations see that labor's publications are on the shelves of public libraries has been general and gratifying. It is urged that this effort be continued and that the responsibility for this distribution be placed with the Education Committee of each Central Labor Union and that attention be called through the Labor Press and any other available medium to the fact that this labor literature can be found in the community libraries.

#### Legal Information Bureau

The report of the Legal Information Bureau should be mentioned with special emphasis and approval. The Legal Information Bulletin with approximately fifty decisions was published monthly from January through June. The Bureau has maintained a wide field of activity. Comparatively the injunctions issued against our organizations and brought to the attention of our Bureau have been few. This is no doubt due in large measure to the wide-spread publicity given to this matter by the American Federation of Labor through the service of the Legal Information Bureau. Through the cooperation of union executives, the Federation's file of injunctions is constantly growing and it is urged that this cooperation be continued in full measure in order that this file of injunctions may be as complete as it is possible to obtain. This material is in-

valuable to trade unionists and it is strongly urged that they secure regularly the bulletins issued by the Legal Information Bureau and familiarize themselves with the decisions in these labor cases. Complete records of the decisions that have been rendered are in the files at American Federation of Labor headquarters. The attorneys of trade unionists or organizations should have their attention called to this collection of material on these all important subjects. Among the more important decisions published this year are cases covering workmen's compensation, property rights of Japanese residents, price fixing, license to cooperatives, Canadian labor and immigration, naturalization, death benefits, injunction, employment and damages.

#### Committee on Education

The permanent Committee on Education is congratulated on the completion of its survey of text books in the social sciences. It is recommended this year as last that the permanent Committee on Education investigate to what extent the history of the labor movement and the movement for industrial and political equality for women is included in American history texts.

Your committee recommends independent study and cooperation with other organizations, educational and social, which are making a study of the text book problem with reference to propaganda influence and favored and eliminated texts. It is recommended that the findings of the permanent Committee on Education be made available to educationists and trade unionists.

Your committee commends highly the work that has been done toward securing labor representation on boards of libraries, boards of education and commissions of vocational education and urges an ardent continuation of this program and work.

#### Commission on Workers' Education

Your committee is well satisfied that the Commission on Workers' Education authorized by the New Orleans Convention, 1928, is making good progress. It recommends that this commission be enlarged to at least five trade union members, one of whom shall be some one from the Teachers' Union with command of teaching technique and who has had experience in the workers' educational field, preferably in the schools for Women Workers in Industry.

#### Illiteracy

The need for work in eliminating illiteracy has recently been emphasized in public attention by President Hoover's statement.

Your committee urges cooperation with all organizations and agencies seeking to wipe out illiteracy, since the inability to read and write is a handicap to the development of individual character and a barrier to the development of sound democratic government, sound industrial and economic conditions and international understanding and world peace.

#### American Red Cross

Your committee desires to repeat the statement of the Executive Council on the American Red Cross and quotes it in full for your adoption:

"As the agency upon which our government and our people rely for sympathetic, highly trained, effective aid and help in every national disaster where the health and lives of our citizenship are threatened, the American Red Cross maintains a position in our body politic to which none other is comparable. Not only is its unique service nationally extended but in times of great world disaster it functions as an international source of succor and relief."

#### Child Labor

Your committee wishes to repeat with the greatest possible emphasis the statement of the Executive Council. "The child labor amendment to the constitution is still a live issue." Resolutions have been introduced in the state legislatures of Nebraska, Colorado, Connecticut, Kansas, Nevada, New York, Oregon, Tennessee and Utah, and the hope of adoption for the amendment was never better if the supporters of this action unite in whole-hearted endeavor. Recent disclosures have made more evident the horrors of child slavery which exists in our country as a stain upon our national honor.

The American Federation of Labor reiterates again its stand against child labor and for the child labor amendment, a stand in which it has never weakened. It is urged that every national and international union, state federation of labor, city central body and local union pledge itself to ardent and active support of this measure and to sincere work in state legislatures to the end that the exploitation of children in industry may cease. Let us engage in an aggressive and persistent crusade to rouse the conscience of Amer-



ica against the evil of child exploitation and to obtain justice for the protection not only of the children but of the nation itself.

Your committee also recommends that the school leaving age be raised in all states that have not yet attained the highest standard achieved.

#### Child Health Day

The observance of Child Health Day is most pleasing. The cooperation of the American Child Health Association is very welcome and its continuance is urged. The recommendations of the Executive Council that fitting observance be made, that state federations of labor, city central bodies and local unions urge the recognition by public officials of May 1 as Child Health Day by the display of the American flag, that state legislatures be urged to adopt resolutions declaring May 1 Child Health Day, that a world wide effort be made for all governments to set aside May 1 as Child Health Day are concurred in.

The establishment of Child Health Day is in line with the tradition of the American Federation of Labor and with its constant recognition that the first duty of mankind is to care for its children.

#### Workers' Education Bureau

Continued support and cooperation with the Workers' Education Bureau is recommended.

Your committee congratulates the Workers' Education Bureau on the substantial progress made, on its successful convention in Washington and the policy outlined. It commends the field activities of the Bureau, notably in the South. It recommends the interest and cooperation of all affiliated groups in the Congress of Labor to be held in Worcester, Mass., October 25, 26 and 27 under the joint auspices of the New England labor bodies and the Workers' Education Bureau.

#### Correspondence Instruction

Your committee notes with pleasure the action of the Executive Committee of the Workers' Education Bureau in authorizing the development and extension of the service of correspondence instruction which was initiated by the Bureau in a modest way five years ago. Correspondence tuition or home study instruction in the field of adult education has increased to a great extent in the past few years; it enables the individual to continue his study of a particular subject at a time and in a manner which is most congenial to himself. It combines also con-

centrated study and careful supervision and correction of results that are most helpful. To the members of labor the development of a correspondence service under capable direction and related functionally to the educational policies of the American Federation of Labor should be of great value. The decision of the executives of the Bureau to develop such a service is a splendid step forward.

Your committee commends this decision and urges the members of the Federation of Labor to avail themselves of this service as soon as it has been set up on a practical basis.

#### Policy on Workers' Education

During the months that have elapsed since the New Orleans Convention, attempts have been made to misrepresent the policy of the Federation on workers' education. Your committee is persuaded that it is wise to re-state briefly what this policy is.

The trade union was "born of necessity"; it is the instrument of the workers, created by the workers in their behalf. The trade union is the household of the wage earner; it is his device; he is responsible for it and to it. For this reason the trade union movement has laid it down as a fundamental principle that the development of the policy of the trade union is a trade union function; it will not surrender the policy making function to any outside agency.

The Federation in the second place attaches great importance to the development of adult education opportunities for its members. It is in line with its century old championship of educational opportunities for all. The Federation and its affiliated unions have given genuine support to workers' education undertakings that have been guided by educational aims. It has opposed the propaganda tendency of some of these undertakings. It has at all times refused to yield its primary function in the execution of policy to any agency.

We find further justification for union control of educational policies in the recent formation of a movement under the leadership of a group to revolutionize the aims and practices of the Federation. This so-called progressive movement seeks to dictate not only educational but also trade union policy. Such an effort by unauthorized groups reverses the very theory of the inherent rights of trade unions to determine their own policy.

This is, in brief, the Federation's position. We shall go forward; we shall not be swerved from our purpose.

#### Workers' Education

Workers' education symbolizes the coming of the time when there shall be unlimited educational opportunity for all of the people all of the time.

Workers' education symbolizes the passing of the old notion that education is the preparation for life and the notion that life consists mainly in making a living.

Workers' education suggests the coming of a time when life will not consist chiefly in making a living, and when therefore, the educational process will not begin at any particular point and certainly will not end at any particular point, but will be a continuous process.

Workers' education symbolizes the passing of the old notion that there is a line between those who work with their hands and those who are cultured and educated.

Workers' education symbolizes the coming of a time when we are all going to share in doing the necessary work of the world and when we shall all have unlimited access to cultural educational opportunity.

#### Proposing a National Labor College for Workers' Education

Resolution No. 84—By Delegate Harry W. Fox of the Wyoming State Federation of Labor.

WHEREAS, There is a need for the operation and maintenance of a National Labor College, or colleges, wherein men and women of the labor movement may be educated and afforded a training that will enable them to carry on Workers' Education in their own or other communities; and

WHEREAS, It is essential that such college or colleges shall conform in their teachings, concerning the labor movement, with the recognized code and practices as accepted and endorsed by the American Federation of Labor and its affiliated organizations, in order that uniformity may prevail; and

WHEREAS, Such college or colleges will only be possible when they are inspired, established, financed and conducted through the regular channels of the labor movement and under the direct supervision of the President of the American Federation of Labor; and

WHEREAS, With the ever changing aspects of our economic life, with their problems of mass production, substitution of the machine for manpower, with increased unemployment; the development of giant power, all bringing with them new problems, necessitating an intimate study of these as well as of more effective means for combating company unionism; and of better equipping our members for the active organizing work that is being demanded from us if we are to maintain even our comparative position and influence; therefore, be it

**RESOLVED**, By the delegates to the Forty-ninth Annual Convention of the American Federation of Labor, that we authorize our incoming Executive Council to give such consideration as is necessary to the above proposal, to devise ways and means for the establishment of such institution or institutions and, if necessary for the success of the movement, that they be empowered to levy an additional one cent per member per month on the affiliated member-

ship for such period as may be necessary to carry out the objects of this resolution, such levy not to be for a longer period than one year.

Referred to the Executive Council.

A. O. WHARTON,  
Chairman.

FLORENCE CURTIS HANSON,  
Secretary.

JOHN H. WALKER,  
L. P. LINDELOF,  
ALEXANDER KELSO,  
M. C. GRIFFIN,  
HENRY F. SCHMAL,  
THOMAS E. BURKE,  
WM. R. TROTTER,  
JOHN P. HAGGERTY,  
IRA F. THOMAS,  
LEO E. GEORGE,  
ROBERT McCOY,  
GEO. R. BRUNET.

#### Labor Representation On Text Book Commissions

Another resolution of interest to teachers, passed by the A. F. of L. convention, was one urging campaigns to secure representation of organized labor on text book commissions.

Resolution No. 77—By Delegates George L. Berry, International Printing Pressmen's and Assistants' Union; John B. Haggerty, International Brotherhood of Bookbinders; Edward J. Volz, International Photo-Engravers' Union; Winfield Keegan, International Stereotypers' and Electrotypers' Union; Charles P. Howard and William Reilly of the International Typographical Union.

WHEREAS, The International Allied Printing Trades Association in conducting an extensive campaign to have text books used in public schools produced under conditions which recognize proper standards for the men and women engaged in production of such text books; and

WHEREAS, Adoption and use of text books produced under non-union conditions do not give such guarantee; and

WHEREAS, Concerns whose text books are produced under non-union conditions use high-powered and expensive sales methods to have their text books adopted, the cost of which is ultimately borne by the public; therefore, be it

**RESOLVED**, That the American Federation of Labor calls upon state, city and central bodies to enter upon active campaigns to secure representation upon commissions or other agencies empowered to approve and adopt text books for use in the public schools.

Through organization one climbs upward. Organizing is a difficult job.

Why? Because ignorance thinks of self, and intelligence of many.

# "Relief from Labor Injunction!" "Organize the South!"

A. F. of L. Battle Cry

Relief from the labor injunction and organize the South are outstanding declarations by the A. F. of L. convention at Toronto.

Their fulfillment will call for unusual effort and a sacrificial spirit.

The evils of the labor injunction are too well known to discuss the need for correction. The Executive Council is authorized to make any change in the bill that further study and developments warrant. The Council may propose changes or repeal, or both, of the anti-trust laws which are used to fasten "conspiracy" charges on labor.

To organize the South is a gigantic task that should—and must—attract every trade unionist and sympathizer. This vast area is being industrially developed. Herein is the latest exploitation of wage earners, and many sections, necessarily, are unacquainted with the purposes of organized labor.

The Executive Council has been instructed to call a conference of national and international representatives to inaugurate this campaign, that will include every craft and calling.

Never before has a trade union convention taken on such a large order.

For workers in better-paid sections of the country to ignore this situation is to invite com-

petition with a new low-wage element that is being mobilized from mountain areas and farm lands.

Trade unionists should have no illusion on the task that confronts them. Education and agitation is the one force that can break down prejudices and viewpoints that have no place in present-day orders. These prejudices and viewpoints are the logical result of a strict individualism that fitted into the lives of former mountaineers and agriculturists.

These men and women, to whom a community and "team-work" spirit is unknown, face a new world in the mill village and other centers.

The new feudalism must be met by courage, patience and intelligence. It is too much to ask these new industrial workers to discard immediately prejudices and viewpoints that were a part of former environments.

Trade unionists will find in the South an ever widening circle of sympathizers. This circle will grow in proportion to the energy and intelligence which labor throws into one of its greatest tasks.

The interests of labor, regardless of section, is identical. The men and women of the North, East and West must aid those in the Southland, just as the men and women of Dixie would serve if the situation were reversed.

## FIGHT ON CUSTOMS CENSORSHIP GROWS

With Senator Bronson Cutting of New Mexico prepared to fight in the Senate against the entire section of the new tariff bill which forbids importation of books which customs officials consider "obscene" or "seditious", the American Association of University Professors has just joined other national organizations in a vigorous opposition to this latest extension of censorship.

Senator Cutting in a letter to Roger N. Baldwin of the Civil Liberties Union declares that he will endeavor to effect the "repeal of the entire section," which was first passed in 1843 to exclude books deemed obscene. "If that should prove impossible," Senator Cutting wrote, "I hope at least to have cut out the new clause dealing with seditious literature."

## FREE SPEECH UPHELD;

### POLICE REPRIMANDED

Boston—City police were advised that "free speech is an American institution" by Judge Charles J. Carr in Municipal Court in releasing two men who were arrested for speaking without a permit.

The meeting was addressed by the two men on the second anniversary of the execution of Sacco and Vanzetti. The chief of police testified that he revoked the permits and arrested the orators when they referred to that case.

"The police must not forget that free speech is an American institution," said Judge Carr. "In times of peace the right is reserved to the people to bring about reforms by public discussion, even if such discussion involves some criticism of their representatives in the executive, legislative or judicial branches of the government."

The genius, wit and spirit of a nation are discovered in its proverbs.—Bacon.



## GIFTED ACTRESS PROUD OF HER UNION CARD

**Ethel Barrymore Helped Actors' Equity Win  
Its Fight and Now Appears in Play that  
Pleads for Social Justice**

**By Margaret Keating**

*The following article, descriptive of the organized labor activities of one of the most beloved figures on the American stage, is reprinted from a recent issue of "Labor."*

Ethel Barrymore is a member of a labor union!

This charming and gifted actress, with the blood of two of the "first families" of the stage (the Drews and the Barrymores) flowing in her veins, carries a card in her pocket and is vice president of Equity, the actors' union.

I was reminded of this when I saw the "ticket line" extending for a block and a half from the entrance to the theater where she appeared recently in Washington.

The first morning tickets are on sale for a performance in which this popular actress appears alarm clocks are tinkling all over town and her admirers are clamoring early for choice seats.

I wondered as I watched the throng how many knew what a "brick" she is and how it happened that she aligned herself with her fellow Thespians in the labor movement. The story is interesting. This is how it happened:

In 1919, in New York City, conditions for the average player became so bad that the actors "went on strike." Every theater in the city was closed and producers were desperate. Then it was that Equity came to the assistance of its members.

Lexington theater was secured and day and night the "unemployed" did their stunts. Their public was in sympathy with them and they played to capacity houses.

Stars of the first magnitude twinkled brilliantly—among them Ethel Barrymore. Now, everyone knows that "the Barrymore" did not have to join a union for self-preservation or protection.

The grand daughter of Mrs. Drew, who in the eighties danced the minuet at the age of 75, in "The Rivals," with "Joe" Jefferson and "Billy" Florence, and the niece of the inimitable John Drew, did not find it necessary to demand justice for herself.

She gamely lent a hand to the less favored.

One of the headliners at the Lexington on the volunteer bill which intrigued the theater-loving New Yorkers was the balcony scene from "Romeo and Juliet" with Conway Tearle and Ethel Barrymore in the title roles.

The applause for this act was so insistent that Miss Barrymore was forced to respond to a curtain call.

This is what she said: "I have always wished to play Juliet; I have always felt I could play the part; but the managers wouldn't permit me. I had to go on strike to do it!"

Marie Dressler also participated in this revolt of theatrical folk. When one of the producers secured a group of chorus girls and put them on in another theater, Marie walked in at the stage door when he wasn't looking, kidnapped his chorines, took them over to the Lexington and put them on there to do a turn. A famous comedian, who had signed a contract not to appear on any stage except the one mentioned in the contract, arose in the parquet of the Lexington to express regret that he could not appear on the "stage" on account of his contract, and then proceeded to entertain the audience from the floor.

The strike was won and ever since Equity has been a force with which producers must reckon.

The day has passed when the "white collar" workers consider the union card something to be concealed. Times have changed and it is now recognized as a badge of independence and a certificate of protection.

It is an interesting coincidence that the play, "The Kingdom of God," translated from the Spanish, in which Ethel Barrymore appeared in the role of "Sister Gracia" last week in Washington, contains a number of stirring appeals for economic justice.

The first act takes place in an asylum for poor old men; the second in a maternity home; the third in an orphanage. In the first act "Sister Gracia" is 19, in the second 29, and in the third she is 70.

In the last act, while in charge of the orphanage, she is confronted by a group of boys enraged because they have not sufficient food, grafting officials having permitted the funds of the institution to run low.

They are in wild revolt against existing conditions and determined to break away from restraint and to secure by force the necessities denied them.

They plan to hurl their defiance with stones through windows where food is displayed. The situation is tense when the calm voice of the aged Sister, the only mother they have ever known, quiets them. Then with hands outstretched toward the young rebels, "Sister Gracia" appeals for sanity.

"Stones may be answered with bullets," she warns in a voice which sends a thrill through every listener.

"Promise me," she continues, "that when you grow to be men and go out into the world, that you will dedicate your lives to bringing about conditions which will make it unnecessary for little children to go hungry.

*"Remember, God never smiles on injustice!"*

The leader of the revolt, weeping, lingers behind the others when they leave the table and its scanty fare, to tell the Sister how sorry he is for his part in the disturbance.

She puts her arm tenderly about his shoulders and with a voice trembling with emotion says: *"Men never cry, men never complain, they work and fight to make the world a better and happier place for human beings."*

"I was just thinking," said the trade unionist who sat next to me, "How that speech would have warmed the heart of President Gompers if he could have heard it as delivered by Ethel Barrymore."

### FATIGUE—HEALTHY AND UNHEALTHY

By Elizabeth Cole

Every healthy person really likes to be active. Energy is constantly being produced in the body and must be expended. Nothing is more pleasant than the realization that a good job has been well accomplished and the normal fatigue that was thereby induced will disappear with a refreshing night's sleep.

It is only when the body and mind are overworked over a prolonged period of time that the dangerous sort of fatigue results. This is a chronic fatigue which creates poisons in the body and renders it susceptible to serious sicknesses. Fatigue is due to a chemical waste that

circulates in the blood. Scientists have shown that certain chemical fatigue substances, when injected into animals, produce all the symptoms of fatigue. A tired person is a poisoned person. As long as there is a balance of rest, during which time the blood has a chance to purify itself (and nature has arranged for this), all is well. But when this chemical poisoning is allowed to continue for a period of time it will poison the muscles, the brain, the heart, the blood, the whole body. Fatigue, therefore, may be called a warning signal and is really nature's way of protecting against overwork. When sleep will not refresh and when the hard working or hard playing man or woman can no longer awaken in the morning ready and eager to take on new duties, then is the sign that chronic fatigue is setting in.

The symptoms of fatigue may be either physical or mental or both. For example, it has been found from experiments performed on animals that the nerve leading to certain muscles will be exhausted although the muscle will be able to work perfectly. When this happens there is a lack of co-ordination, a very serious situation in certain forms of industry. The working man whose brain and muscles do not work in harmony is in danger of sustaining a severe accident. This is especially true in running machinery which demands mental as well as muscular action.

Heavy physical work can be done more efficiently by comparatively younger men. Chronic fatigue is bound to attack the older men in such groups as coal miners, iron, steel, and tinplate workers sooner or later and this creates an industrial problem that may well be faced. Naturally the older the man becomes the more wages he should be worth and is entitled to, yet the fatigued man from 40 to 50 years will undoubtedly be scrapped at the age period when he should be feeling more settled in life. In time it may be possible for these men to learn an alternate trade and then the problem of chronic fatigue can be abolished in these trades.

In thinking about fatigue it is interesting to note that experiments performed on dogs have shown that diet greatly influences their susceptibility to fatigue. Dogs at Cornell Clinic in New York City were made to run on revolving platforms. When they had run for one mile, they were allowed to rest for one hour. This was

repeated until they had run four miles. When they had been fed on carbohydrates and fats they could run on their reserve strength over a period of 28 days with no food, only water. They were exercising at the expense of their body fat and the fatter ones could run much better than the excessively thin ones.

Athletes training for races have also been fed on different diets to find out which kinds of foods gave them the longest endurance. The carbohydrates were used up first while the fats were more slowly absorbed. Long standing fatigue cannot be helped except temporarily by food, but a physically tired person often can be **pepped up** for the time being by taking sugar.

The present fad for dieting then would certainly seem to be a foolhardy one to pursue for the person who does a great deal of muscular work or play. It is foolhardy anyway without the doctor's orders.

While fatigue is seldom a direct cause of death its presence brings about a rundown condition that may lead to frequent colds, gripe, and sometimes to more serious illness. Fatigue is also a common symptom of tuberculosis and is regarded by the physician as one of the early danger signals of that disease. This fatigue, however, is not the same as that which is the result of overwork.

To combat fatigue doctors urge the use of soundproof devices, modern improvements in factories and work shops, and mechanical fatigue abolishers, but above all they urge the intelligent pursuit of health habits, the most important of which is sufficient rest. Take time out once in a while to relax the whole body, open the windows, take a walk in the sunshine during your noon hour, eat nourishing and well balanced meals, stop worrying, keep yourself physically fit by consulting your doctor regularly once a year before sickness can attack you instead of after it has.

This is the sort of advice given by the National Tuberculosis Association and its affiliated associations in their educational campaign to prevent such sickness forerunners as fatigue. Their work is supported by the penny Christmas seals sold in December.

### THE TEACHERS' BUSINESS

"The schools are the teachers' business and whatever is wrong with the schools today the responsibility is theirs."

—*The American Teacher.*

This statement is striking and commands close scrutiny but the more one looks and thinks about it, the more apparent is the truth and the more pertinent the inference.

If it be not true that "the schools are the teachers' business" then the blame and reproach is ours. They certainly ought to be, even though noisy would-be-Solons, who know nothing about the standards which should govern teaching and the schools, parade like ganders leading the flock, hissing: "The teachers want to boss the whole show," or "I'd like to know what right have these people, paid by us to serve us, to show what and how to do it," or echo other "throw backs" to senile arrogance, divine right of ignorance and the "big stick."

As the doctors lead or develop public opinion on medical and health matters, as every other body of technicians are looked up to and expected to safeguard and advance their own particular fields so far as the interests of the public are involved, so surely should the teachers face and assume their moral and logical responsibility in regard to affairs educational. Teachers who merely perform the "spade work" of the school, who just work hard to give their best of demonstrative ability, etc., to enable students to get through the year's work with credit, are comparable to the doctor who, when a patient suffering from an infectious disease is placed in his care, prescribes remedies and uses all his medical skill to win back his patient to health and strength and then leaves it at that. Surely the ethical professionally-minded doctor would go much further than diagnose the complaint and prescribe the remedy; he would trace the source of infection or contagion, possibly analyze the drinking water, milk and other foods absorbed by his patient at and prior to the period of incubation of the disease and generally set himself to protect the public from spread of the disease; he studies what outstanding medical authorities advise with respect to prevention as well as cure and instructs the public in regard to rendering themselves immune by sanitation, methods of living, avoidance of infection, etc. The doctor



who is merely a "doctorer" whose whole course of life is devoted solely to diagnosis and treatment is only half professional—the other half involves a knowledge and enthusiasm for preventive medicine and public health generally: also constant interchange of opinion with leading medical thought.

So the teacher whose whole thought, energy and ambition concentrates on teaching itself only is but half-educationist—the other half involves interests indirectly connected with the classroom and the pupil. The other half is the urge to interchange thought with others and keep abreast of the times with respect to evolving systems of administration, curricula and the science of education, and the urge to assist his profession in giving the public the benefit of its accumulated, technical knowledge, skill and experience, to the end that public opinion may be moulded and directed in proper channels and the way paved for a receptive attitude on the part of the public when changes are necessary for the advancement of educational reform.

A profession is a public body; if not, it has no right to parade itself before the public as a profession; it has no right either to public protection or privileges.

—*Alberta Teachers' Alliance Magazine.*

### POWER TRUST EXPLOITS EDISON

By Laurence Todd, Federated Press

Washington—(FP)—President Hoover, in doing honor to Edison's invention of the electric lamp half a century ago, has made himself a headliner in the biggest publicity program ever staged by the power trust. Washington correspondents who have paused from their work of reporting tariff lobby scandals and the selection of big navy men to represent Hoover at the London Conference have found the radio loaded with material which is designed to plant a Schwab halo on every power company in the land.

It is noticeable that these eulogies of the power industry, these paeans of thanksgiving to the men who "gave" the American people their electric lighting and electric power facilities, have stayed far aloof from the sordid themes of rates or stock-watering or mergers or dividends. Not a chilling breath of criticism of power companies' secret propaganda in schools and the press and in government circles, to prejudice the people

against public ownership and operation of this utility, has been breathed.

The aged Edison has been exploited once more—this time to rehabilitate the soiled reputation of the whole brood of economic birds of prey which now dominate the production and distribution of electricity, electrical equipment, radio broadcasting, wireless transmission, and allied industries. Fortunately for the dignity of the show, the Federal Trade Commission is not at this moment exposing any new intrigues by these self-styled Aladdins.

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The American Association to Promote the Teaching of Speech to the Deaf is a philanthropic organization established in 1890 by Alexander Graham Bell. The association controls "The Volta Bureau" which is for the increase and diffusion of knowledge relating to the deaf. The association publishes "The Volta Review," an illustrated monthly magazine for educators of the deaf and for the hard of hearing.

The association headquarters are at 1601 35th Street, Washington, D. C., with Mrs. Laura Stovel in charge.

### Professional Freedom Through Organization

Concluded from page 5

creatures in their curiosity, coming out insecure. You see freshmen entering colleges and you see them coming out seemingly blasé. Somehow along the way you have crushed out the spirit of growth; that is, the most precious thing of all is gone. I would prefer a curious illiterate to a listless Ph.D. There is hope in one; there is not any hope in the other.

Loving kindness and curiosity, and then third, the willingness to co-operate, not a forced co-operation, not an order coming down from the chamber of commerce or the community chest that everybody has to contribute to, which is the general type of co-operation which is thought of, but a co-operation which radiates outward from individuals so that they just have to combine together.

Whatever our membership I should like to see us about ten times that number. I should like to see us, incidentally, replace not only the N. E. A., but the American Association of University Professors.

**MRS. FRANCES SMITH WHITESIDE**

WHEREAS, Mrs. Frances Smith Whiteside, past president of the Atlanta Public School Teachers' Association, completed on August 5, 1929, a life of distinguished service; and

WHEREAS, Mrs. Whiteside filled for many years the office of principal of the Ivy Street School, instilling high ideals of life into pupils, who, leading citizens of Atlanta today, attribute their successful careers to her guidance; inspiring with the courage of her character teachers who have since become prominent in the teaching profession, and weaving into the educational fabric of Atlanta the attainments of her superior intellect and culture; and

WHEREAS, In the personality of Mrs. Whiteside were combined an unusual degree of success, the career of an educator and that of wife and mother; and

WHEREAS, Carrying on the traditions of an illustrious family which has made outstanding contributions to the cause of education in America, Mrs. Whiteside has encouraged the talents of her daughter, Mary Brent Whiteside, a poet of international fame whom the South is proud to claim as her own; and in the life of her other daughter, Margaret Whiteside Ellis, has bequeathed her own ideals of wifehood and motherhood, and through her children is realizing immortality; and

WHEREAS, Many civic, patriotic and social organizations in Atlanta have been guided by the executive skill of Mrs. Whiteside who was a pioneer in the cause of suffrage for women; therefore, be it

RESOLVED, By the Atlanta Public School Teachers' Association, that these resolutions be passed in honor of its distinguished past president, whose interest in education increased with the years, and that these resolutions be incorporated into the minutes of the association; and that copies be sent to the family of Mrs. Whiteside, to the daily papers of Atlanta and to the journals of the Georgia Education Association, of the National Education Association and of the American Federation of Teachers.

(Signed) LULA L. KINGSBURY,  
LILLIE WURM,  
ADELAIDE CUNNINGHAM.

The National Office of the American Federation of Teachers regrets very much this great loss sustained by the Atlanta Public School Teachers' Association and the public schools and community of Atlanta and extends sincere sympathy to them and to the family of Mrs. Whiteside. This loss is more than a local one; the national organization is deeply appreciative of the services of Mrs. Whiteside and of the loss which it sustains in the passing of this truly distinguished teacher.

**EDUCATION FOUND CUTTING SALARIES**

The thousands of young men and women graduates will discover that their education does not bring them high economic returns, according to a survey by the Teachers' College of Columbia University.

The report, made several months ago, shocked the nation's educators by its figures which show that universities are flooding already overcrowded professions and sinking salaries of teachers.

"If colleges continue to send people into overcrowded professions they are going to hurt the economic life of the country," said Dr. Harold Florian Clark, professor of education at Teachers' College.

"The idea that education will help people to help themselves is false," he said. "It may send them to heaven, give them cultural life for their souls, but we must be honest and admit that we expect no economic return from education.

"Many of the youth in America go through college merely to be considered 'respectable'."

THE NEW STUDENT, an intercollegiate magazine that circulates in every college of the country, has discontinued publication because of lack of financial support.

The passing of THE NEW STUDENT marks the last of a unique venture in the publishing field. For seven years the magazine, edited by college students and recent graduates, has held a mirror to college life; the files for those years are a complete history of higher education in a changing post-war era. In addition to news, the magazine attempted to shape educational policy in the direction of more student freedom and initiative and against the goose step methods. It succeeded in making ardent friends and bitter enemies among professors, administrators, and alumni by its forthright championing of progressive educational methods on every occasion.

The idea of speaking the truth to children is entirely novel; hardly anybody did it before the present generation. I greatly doubt whether Eve told Cain and Abel the truth about the apples.—*Bertrand Russell*.

## BOOKS

*"There is no frigate like a book  
To bear us lands away."*

—Emily Dickinson.

### JOHN MITCHELL: MINER\*

#### Labor's Bargain with the Gilded Age

This is the biography of the labor leader whose rapid rise to power, whose dealings with Roosevelt, Hanna and Morgan, whose leadership in one of the most important strikes in the history of the country rank him among the great dynamic figures of America.

Not a revolutionist or a dictator, conciliatory rather than aggressive, John Mitchell built the strongest industrial union in the country and won notable victories for the cause of collective bargaining. To weld the scattered mine-workers into one organization strong enough to combat the powerful mine-operators, demanded remarkable leadership. This he had, and with it a sympathy and kindness that made him beloved as well as powerful.

This book is built in great part from first-hand research, including hundreds of interviews with men who worked with or against Mitchell. Miss Glück gives an honest portrait and an illuminating study in leadership and democracy.

"This book is more than a biography—it is a useful lesson in leadership and democracy."—*John R. Commons.*

\*John Mitchell: Miner, by Elsie Glück. The John Day Company, 386 Fourth Avenue, New York City. Illustrated. 261 pp. Price, \$3.00.

### ACTORS' STRUGGLE FOR UNION IS LABOR EPIC

By Harold Z. Brown

Federated Press

New York—(FP)—"The Revolt of the Actors"\* is an epic of solidarity. It is doubtful whether Author Alfred Harding realized this fact, as he chronicled in competent journalese the rise of Actor's Equity Assn., from an isolated little group of 112 players to a powerful A. F. of L. union with more than 10,000 members.

But it is nevertheless true that his 550-page book just published is a monument to that basic unity of interest which—going far deeper than

mere slogans, doctrines, or theories—links all those who live by labor in opposition to all those who live off labor.

When Equity was founded in 1913, America probably held no group of "unorganized" white collar workers more removed from organized labor in sympathies, traditions, and outlook than the actors. To the usual superiority feeling of the brain or professional worker, actors added the aloofness of the artist who feels that he sells his genius, not his labor, and who is insulted by any attempt to value it in terms of mere money.

Yet the iron logic of economic exploitation forced this group into as open a revolt as was ever displayed by a bunch of bricklayers, printers, or street car men. The issues were the same as those in any labor fight; low wages, unlimited hours, bad working conditions, discrimination. The tactics of the battle were the same: Actors' Equity got nowhere at all until it definitely abandoned kid-glove procedure, sought its place in the ranks of organized labor, and adopted the strike, the picket line, the "unfair" list, the closed shop, and the unionist's wholehearted contempt for the scab.

Having done these things, the actors won out—mainly, in their initial battles, through the solidarity of their fellow workers, the union musicians, stage hands, and other theatrical employees. That such solidarity is still essential to their success is amply attested by Equity's recent brush with the "talkie" producers, where lack of support from other organized studio crafts, plus "defeatism and some downright treachery in its own ranks," brought Equity what Harding calls "the most severe defeat in its history."

Today Equity—for Author Harding is editor of Equity's monthly magazine and at least a semi-official spokesman—proudly points to a history which shows it to be a fighting union. Not a belligerent union; not, certainly, a union founded on any abstract social theory of class struggle; but beyond doubt a union which has repeatedly shown its disposition to hit back and hit hard when the economic interests of its members are disregarded or endangered.

And Equity's gains, counted after 16 years of battle, are almost without exception the same kind of gains sought by miners and textile workers. Equity points with pride to the fact that actors are now paid every Saturday,—not as in



pre-Equity days, the following Tuesday or Wednesday, or maybe not at all. Companies stranded by managers on the road, formerly a commonplace, now are few; when a stranding actually occurs, Equity pays transportation back to the home town. The 8-performance week, with pay for overtime; the Union shop, diplomatically called the Equity shop; the Equity standard contract; a minimum wage for chorus girls and men; limited instead of unlimited free rehearsals; pay instead of no pay for radio performances; pay for short layoffs; all these, merely fond dreams in the pre-union era, are now realities. And half pay for holiday weeks when business is bad but work is as usual; actors costumes at their own expense; firing, layoffs, and pay cuts without notice: all these are things of the past.

That Equity, "hard and fit for strenuous campaigning," will take another shot at organizing the "talkies" before long is an inevitable conclusion from Harding's book. The union's retreat from Hollywood, after its mere presence had scotched a pay cut and improved working conditions, he says was "in good order." "Equity's star is still rising," are the final words of the book.

\*The Revolt of the Actors, by Alfred Harding. Wm. Morrow & Co. \$3.50.

### BETTY OF THE CONSULATE

Perusal of "Betty of the Consulate"\* leaves one with the rare feeling of wishing there were more of it. The father of the author, besides being prominent in the founding of Northwestern University, was one of Mr. Lincoln's consuls in China, and this true story has lain in her memory all these years.

The first chapters of the start and trip over do not go so well. There is somewhat of family doings and the machinery creaks a little in getting under way. The ceremony at the International Date Line means that the ship rounded the Horn to cross the Pacific (the Suez Canal not built then) and an adult will have some explaining to do about why there is such a thing, and some imagining about the details of the trip. One wishes that the author had put in more. Rounding the Horn was a feat that one's descendants would tell of with pride.

Once arrived in China delight begins, first in Macao, then in Amoy. Here the book has inner unity and coherence lacking in many books for children. The Buddha mascot is not a mere device of the author; it is a genuine contribution toward putting into the void of a child's mind interesting and pleasing information about an important nation.

Since it is for children they should be the judges. It was tried out while still in manuscript on the children of various members of "The Scribblers' Club" to which the author belongs and "went big" with them.

\*Betty of the Consulate, by Lydia J. Trowbridge. Doubleday, Doran and Company, Inc., Garden City, New York. Illustrated. 205 pp. Price, \$1.50.

The author, Mrs. Trowbridge, is a member and past president of the Chicago Federation of Women High School Teachers, Local 3.

### TOWARD EQUAL RIGHTS FOR MEN AND WOMEN

By Ethel M. Smith

Modern trends in the woman movement as it is reshaped through the achievement and use of the vote supply the theme for the most recent publication of the National League of Women Voters, "Toward Equal Rights for Men and Women," by Ethel M. Smith\*. The relation of the "equal rights" theory to the early doctrine of individualism and the more slowly developing doctrine of social justice, the legal status of women today, and the present philosophy of the movement are dealt with in a timely and comprehensive study. The publication has been made possible with the assistance of funds from the Leslie Commission which was established under the administration of leaders of the National American Woman Suffrage Association for the promotion of woman suffrage and immediately related objects.

The figure of the feminist demanding "rights" is pictured by Miss Smith as yielding to that of the responsible woman voter, confronted by a conflict of interests and principles and forced to consider many factors in the application of her new powers. An arbitrary theory of "equal rights," she contends, is sufficient to meet the problems raised in legislation differentiating between men and women. She classifies the differences in law that exist at present—those which are definitely adverse to women, those which accord special benefit or consideration, and the

large field of law in which the determination of what constitutes equality of right is not easily agreed upon. The latter includes the division of property after marriage, the reciprocal rights and duties of husband and wife, penalties for sex offenses, age of majority and marriage, and particularly the regulation of hours and conditions of labor.

Miss Smith's arguments in favor of special legislation for women in industrial occupations are of particular interest because of her long experience in the trade union movement. During the suffrage campaign Miss Smith was secretary of the Congressional Committee of the National American Woman Suffrage Association and later became legislative secretary for the National Women's Trade Union League and also for the National Federation of Federal Employees. For five years she served as labor member of the Minimum Wage Commission of the District of Columbia under the federal statute which was declared unconstitutional in 1923, and she is at present a member of the Executive Board of the National Women's Trade Union League.

Miss Smith draws upon abundant testimony to show that under present conditions the general effect of laws limiting hours of labor of women in workshops, factories, and stores is in general to lessen the existing inequality between women's hours and those of men. "With restricted hours comes restricted competition and thereby increased bargaining power, the most vital thing in the world to the man or woman who works for wages. It is for that the trade unionist exchanges his freedom of contract, it is that consideration which makes legal freedom of contract a myth in his eyes, and hers."

"Who shall decide whether there shall be labor laws for women?" is the question pointedly raised in this chapter of Miss Smith's pamphlet. Her plea is against the arbitrary application of theoretical "equality" and for more heed to the development of a substantial equality as defined and sought by organized working women themselves.

For the attainment of equal rights for men and women generally, Miss Smith contends, a pragmatic, not a dogmatic approach, is necessary. "The final end is not equality, but justice and human happiness, to which equality is a means."

The interest of the pamphlet is heightened by

its survey of important recent changes in the position of women in other countries and the newer philosophy developing in women's organizations wherever enfranchisement has brought increased responsibility. It states fully the objections to proposals of the "get-equal-quick" variety represented by the proposed "equal rights" constitutional amendment in the United States and equal rights treaties of universal application.

\*Toward Equal Rights for Men and Women, by Ethel M. Smith. Published by the National League of Women Voters, Washington, D. C. Paper. 138 pages. Price, 50 cents.

### A CHARMING NEW MAP

One of the most delightful things that has come to our desk in a long time is *A Map of Children Everywhere*,\* by Ruth Hambidge, an entertaining and educational map depicting the children of the principal countries of the world.

It is intended primarily as a decoration for the wall of the nursery, but will be found helpful in teaching the customs, characteristics and costumes of children everywhere.

It must be remembered, however, that it is a map of children, not of political divisions. For that reason, geographical accuracy has been a secondary consideration when it conflicted with the major purpose—to present the children of the different countries in characteristic costumes and activities. Thus it has been necessary to exaggerate the size of Europe at the expense of the surrounding waters. And in certain crowded regions the names of several countries have been grouped under a general head—as in Central Europe, where Austria, Hungary, Czecho-Slovakia and the Balkan countries are given the general designation "Austria and the Czech countries."

\*A Map of Children Everywhere, by Ruth Hambidge. 22x37 in. Folded in envelope or rolled in mailing tube. Lithographed in 6 colors. \$2.50. The John Day Company, Publishers, New York.

### GEOGRAPHY

"Material on Geography," by Mary Josephine Booth, is a book that we recommend to everyone who is interested in securing supplementary material in geography. This book lists educational exhibits as well as printed material. It contains 101 pages and costs fifty cents, postpaid. It can be secured from Mary Josephine Booth, Librarian, State Teachers College, 1536 Fourth St., Charleston, Ill.

## TWO INTERESTING PAMPHLETS

Two pamphlets, "Why a Labor Party" and "The Marion Murder," the first to come off the press in the Progressive Labor Library series are available for distribution, it is announced by the publishers, the Conference for Progressive Labor Action, with headquarters at 104 Fifth Avenue, New York City.

Pamphlet No. 1, written by A. J. Muste, dean of Brookwood Labor College and chairman of the Conference for Progressive Labor Action, shows the folly of the American Federation of Labor's non-partisan policy and presents strong arguments for a labor party. It takes up in detail points in President William Green's recent defence of the A. F. of L.'s political policy, and after exposing the failure of non-partisanship, shows why a Labor Party is needed in America.

While the booklet is of value to everyone interested in a Labor Party, it is intended primarily for active trade unionists, who will find therein arguments for use at union meetings in behalf of the Labor Party idea.

Quite appropriately the pamphlet contains as a foreword a quotation by J. Ramsay MacDonald on J. Keir Hardie and the early struggles to found the British Labor Party.

Pamphlet No. 2, "The Marion Murder", tells the story of the tragic day of October 2 when six textile workers were killed—shot in the back—by officers of the law at Marion Manufacturing Co.'s gates. It contains the funeral addresses delivered by Francis J. Gorman, vice-president of the United Textile Workers of America, Tom Tippet, extension director of Brookwood Labor College, and A. J. Muste.

R. W. Baldwin, president of the company, is charged by Tippet with the responsibility for the massacre. Answering the suggestion that the workers should forgive and love their enemies, he declares, "There can be no love, no peace in this community until the conditions out of which this horrible catastrophe grew are abolished forever."

In a moving speech, the head of Brookwood Labor College asserts that the death of the six strikers is a challenge to the American Federation of Labor. As an answer to the outrages not only in Marion but in Gastonia he calls for an immediate, persistent large scale campaign to

organize the South, so that "these martyrs of Marion shall not have died in vain."

Vice-president Gorman, in his address, declares "This labor funeral marks the beginning of the end of industrial slavery in the South."

Both pamphlets can be obtained from the Conference for Progressive Labor Action, 104 Fifth Avenue, New York City, at 10 cents a copy. The price for quantity lots is at 6 cents a copy.

## LEGION'S PROPOSED LOBBY INQUIRY SCORED

Vice-President Curtis has informed Harry F. Ward, chairman of the American Civil Liberties Union, that he will "present to the Senate and have referred to the committee investigating lobbies" the Union's reply to the American Legion resolution demanding an investigation of the Union and nine other organizations which the Legion declares are weakening our "national defense."

Dr. Ward informed the president of the Senate that the Civil Liberties Union welcomes "any investigation of our activities and finances by the Senate or any public authority" and offered to send full information about the Union and the other organizations named. At the same time Dr. Ward characterized the Legion's demand as "ridiculous" and the investigation "unnecessary."

Dr. Ward's letter which was also signed by Roger N. Baldwin and Forrest Bailey, directors of the Union, calls the ten organizations cited by the Legion "a random list thrown together in ignorance of these organizations' aims and activities. None of these organizations is subsidized from foreign sources or from sources in the country with private ends to serve. No such charge can be sustained, based on any evidence whatever."

Writing from U. S. Veterans' Bureau Hospital 98 at Castle Point, N. Y., 257 uncompensated veterans protested against the Legion's resolution. In a letter signed by Raymond E. Armstrong, the veterans declare: "We protest against the resolutions passed by the American Legion convention at Louisville demanding an investigation of the American Civil Liberties Union's methods and activities. It would have been far better for them to have confined their energies to problems of benefiting the disabled veterans."



## LOCAL NEWS

### CHICAGO, LOCALS 2, 3, 199 AND 209

THE TEACHER UNIONS OF CHICAGO are cordially inviting the Public School Teachers and all other friends of Public Education in Chicago to be present at a dinner in honor of the recently organized PLAYGROUND TEACHERS' UNION, to be held in the Grand Ball Room of the Palmer House on Monday, December 2nd, at 6 o'clock.

President Robert Maynard Hutchins, of the University of Chicago, will be the main speaker. Brief addresses will be made by Mr. H. Wallace Caldwell, President of the Board of Education, Superintendent William J. Bogan, and Attorney Thomas V. Sullivan, of the Board of Education.

The Chicago Federation of Men Teachers, Local 2, held its regular monthly meeting November 8. The topic of discussion was, "How Will the Board of Education Meet the New Financial Crisis Confronting the Schools?"

Attorney Thomas V. Sullivan, of the Law Department of the Board of Education, was the guest of honor, and discussed the financial crisis of the Chicago Board of Education. Mr. Sullivan rendered valuable service in behalf of House Bill 633 last spring, and at the present time is striving to secure increased revenue for the Board of Education. He is thoroughly informed on the relation between the revaluation of property in Chicago and the present critical situation.

Other matters before the meeting were: School Councils: When? What Kind?; Report of Education Committee; Roll Call of Schools on the Membership Campaign; Report of Special Committee on All Day Meeting of High School Teachers.

Music was furnished by the Washburne Apprentice Choral Club, and Miss Gladys Easter, Teacher of Music at the Washburne School.

A very attractive four-page folder invited all new teachers to attend. The fourth page of the folder contained this very pertinent bit of history, which is reproduced for its possible suggestion and value to other locals:

#### Chicago Federation of Men Teachers

The Chicago Federation of Men Teachers was organized in January, 1912, chiefly through the efforts of the late Herbert Miller. It was chartered by the American Federation of Labor, March 1, 1912, as

A. F. L. Local No. 14,221. There were 31 charter members.

As an answer to the "Loeb rule" which the Board of Education sought to establish in 1915 (long since repealed), forbidding the organization of teachers in affiliation with labor, the Federation of Men Teachers took the lead in organizing the American Federation of Teachers, April 15, 1916.

At the present time and for many years past, the teachers' unions in Chicago have been given recognition by the Board of Education. Among many important results secured for teachers by the Chicago Federation of Men Teachers was the rule for the promotion of Limited Certificate Teachers by means of university credits instead of by examination.

### ST. PAUL, LOCALS 28 AND 43

A Joint Charter Committee representing the Federation of Women Teachers and the Federation of Men Teachers has been at work for two years studying charters. The school section of the proposed charter is considered very poor by the committee. Both organizations have gone on record as opposed to the charter as a result. The committee has published its report in a letter which has been widely circulated, reaching all teachers and at least 100 clubs.

Non-members are being circularized with material on the club rooms, the Credit Union, Group Insurance and various other organization activities. This effort with the personal work done by building representatives will bring the advantages of Federation membership before all teachers.

A well-attended dinner combining business and social functions was given at the club rooms for building representatives.

FLORENCE ROOD,  
General Welfare Committee.

### ATLANTA, LOCAL 89

The *Atlanta Teacher*, published by the Atlanta Public School Teacher's Association, Local 89, made its bow to the public in October. The Association is to be congratulated on this undertaking. The appearance and subject matter are most commendable.

We ask every member to read with special care and reread the "Greetings of President" (Miss Allie B. Mann).

"When I was asked to allow my name to be suggested for the president of the Teachers' Association, the task of that office seemed an impossible one, entailing much work, consuming much time, and

making demands of talent that I did not possess. But when I thought of the benefits that I had enjoyed and do now enjoy from the Teachers' Association due to the efforts of others, I could not refuse. The organization and the work it has done for the school system of Atlanta is an expression of the sacrifice of many loyal members over a long period of time, and I would have been entirely without grace of character to have refused to do my share.

"We have accomplished much measured in terms of what we did not have, but we have accomplished little measured in terms of what we desire for ourselves and our profession. It is my earnest wish that this paper may help us to travel along the Road of Understanding of each other and each other's problems, and that it may be a vital force in welding us into a more unified body with militant determination."

If this does not inspire to greater devotion, what will?

*The Atlanta Teacher* will be sent to all locals of the A. F. of T. and desires to exchange publication with those who issue a periodical.

#### SACRAMENTO, LOCAL 31

The Sacramento Federation has started the year in full force with committees appointed and working. Fifteen new members have been added this month and the Welfare Committee is carrying on an active membership campaign.

The annual Federation reception was held with its usual success.

R. H. THURWOOD,  
Secretary.

#### PORTLAND, LOCAL 111

The Portland Teachers' Union has recently lost two of its ablest and most active members, Maud Hill and Harry Director, to Chicago. The membership campaign being conducted will more than restore the quantity but the quality will be difficult to replace.

Sabbatical leave again this year occupies first place in the program of the Union. The administration frowns upon even the very conservative plan of giving a teacher on sabbatical leave the difference between substitute and regular salary, arguing that the taxpayers should have the benefit of this in reduction of taxes. The campaign nevertheless continues.

The Portland Union Teacher will not be printed this year.

The Union's Book Club meets once a month.

Two delegates represented the Union at the Oregon State Federation of Labor convention and did effective work on the Legislative and Education Committees.

HILMA ANDERSON.

#### BROOKWOOD, LOCAL 189

Brookwood Labor College opened for its eighth year on October 14 with a capacity enrollment of 37 students—19 men and 18 women representing 16 trades and coming from 15 states and Canada. Southern textiles, the hot spot in American industry just now, is well represented by three young men from Martyrs' Local 1659 in Marion, N. C., and three young women from Georgia, Tennessee and North Carolina respectively. Six other textile workers come from various branches of the industry in Salem and New Bedford, Mass., Milwaukee, Wis., and Woonsocket, R. I.

Other trades represented include railway clerks, railway carmen, machinists, longshoremen, laundry workers, miners, carpenters, workers on men's and women's clothing, millinery workers, radio workers, hodcarriers and painters. Georgia and Texas, Michigan and Canada, Washington and Colorado, Ohio and Illinois have added their quota to the nearer eastern states of New York, Pennsylvania, Massachusetts and New Jersey.

Sinclair Lewis, author of "Babbitt" and "Main Street" will be on the lecture staff of Brookwood this year. Faculty members include A. J. Muste, dean and instructor in foreign labor, history and public speaking; Josephine Colby, English and parliamentary law; David J. Saposs, American labor history and trade union strategy; Helen G. Norton, journalism; Mark Starr, economics; Tom Tippet, extension director. Another instructor will be added the first of the year when a short course for union officers and organizers will begin. Correspondence courses, a new feature of the Brookwood curriculum, are in charge of Miss Katherine Pollak of the Bryn Mawr summer school. Miss Cara Cook, on leave last year studying workers' education projects abroad, will assist in extension and tutorial work.

Brookwood offers a 7-months basic course in the fundamentals of organized labor and an advanced course for research and the study of special problems.

"The opposition of certain elements in the A. F. of L. to Brookwood seems only to have increased interest in the school. We have had more applicants than ever before," said A. J. Muste, chairman of the faculty. "We look forward to this, our eighth year, as one of increased activity and usefulness. The spontaneous strikes of the textile workers in Marion and Elizabethton are symptomatic of a general revolt against intolerable conditions in the South. With only a pitiful fraction of the 30 million American workers organized, a labor school like Brookwood can play an important role in training organizers and in educating workers to the larger needs and implications of trade unionism in the modern industrial world."

#### MANUMIT, LOCAL 191

"Creative Education at Manumit" was the topic of the Sixth Annual Conference held at Manumit School, Pawling, N. Y.

The conference opened with a pageant prepared and presented by the children of the school.

The main feature, a Japanese operetta, followed immediately after the procession of the children in costume to the Woodland Theater, where the performance was held. A dozen or more country dances of different types served as interludes and postludes to the play. The children and guests then returned to the barnyard, where Esperanto plays about the animals, and exhibitions of horses, cows and sheep followed.

The first session of the Conference took place in the evening, with Lucy Sprague Mitchell speaking on "Creative Geography," Sarah Clegghorn on "Creative Writing," and Anne Gifford on "Creative Activities with Animals and Garden."

Discussion followed on the general topic of the session "Environment—What Can be Done in a Country Setting?" Henry R. Linville was chairman.

The following morning the annual business meeting of the Manumit Associates was held with A. J. Muste in the chair. In the afternoon addresses were given by Professor Harry A. Overstreet of the College of the City of New York, and J. Milner Doney, secretary of the Progressive Education Association. We regret that we cannot here present the report of this successful

contribution to progressive education and to the labor movement. However, the account of the very interesting conference with the director's report in full has been published in an attractive booklet, which may be obtained on request from the School.

#### GRAND FORKS, LOCAL 205

The Grand Forks Teachers' Federation has inaugurated a membership drive with a 100% goal and achievement already in sight. A very successful general meeting was held October 15 with a large, enthusiastic attendance. Dr. Libby of the University of North Dakota spoke on the problems that are being met by the American Federation of Labor and how the Grand Forks Teachers' Federation might best serve its purpose. A live interesting program had been arranged.

VIONA C. HANSEN,  
Recording Secretary.

#### SAN DIMAS, CALIF., LOCAL 210

Local 210 has started out with splendid spirit and ambition. It held two meetings in September at which school and individual problems were handled. Every teacher in the Voorhis School is a member. The Union is working out plans for spreading the union message throughout all southern California.

#### THE RIGHT SORT OF TEACHERS

Sometime ago we commented upon the attitude of teachers to conventional, patriotic, economic and religious ideas and the danger that their opposition to propaganda would be effective, if effective at all, only in excluding from the pupils' minds any real knowledge of the vital social questions of our times.

Emphatically that would not be the case if teachers would join the American Federation of Teachers and catch its spirit. I have just received the printed legislative report and the report of the Committee on Academic Freedom and Tenure. It is a stirring document. Sentence after sentence invites quotation. Here is one passage:

"The American Federation of Teachers believes that a true picture of the past with due regard to the age of the pupils should be given; that under no circumstances should truth be perverted or distorted; that both sides of controversial questions should receive adequate and impartial consideration so as to develop the spirit of tolerance and in addition to provide proper material for thought . . . Truth can be neither loyal nor disloyal. Teachers must not only be loyal to truth but what is becoming daily more significant; they must be loyal to its social meaning."—Norman Thomas.



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# American Federation of Teachers

506 South Wabash Avenue  
CHICAGO, ILL.



The American Federation of Teachers desires to establish an intimate contact and an effective co-operation between the teachers and the other workers of the community.

The American Federation of Teachers desires to co-operate with all civic organizations for improved civic life.

Groups of seven or more public school teachers are invited to affiliate with this National Organization of Classroom Teachers, for mutual assistance, improved professional standards and the democratization of the schools.

## **Our Slogan Is:**

***Democracy in Education:      Education for Democracy***

"The American Teacher" is published monthly by the **American Federation of Teachers**. Membership dues carry subscription to the magazine. To all others the subscription price is \$2.00 per year, 25 cents per copy.